

**THE INVOLVEMENT OF TEACHER UNIONS IN THE SELECTION
PROCESS OF SCHOOL PRINCIPALS IN JOHANNESBURG CENTRAL
REGION OF GAUTENG**

by

SINDISIWE DHLAMINI

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THE INVOLVEMENT OF TEACHER UNIONS IN THE SELECTION PROCESS OF SCHOOL PRINCIPALS IN JOHANNESBURG CENTRAL REGION OF GAUTENG

DECLARATION

I declare that the Dissertation entitled, **THE INVOLVEMENT OF TEACHER UNIONS IN THE SELECTION PROCESS OF SCHOOL PRINCIPALS IN JOHANNESBURG CENTRAL REGION OF GAUTENG**, which I hereby submit for the degree, Magister Educationis at the University of South Africa, is my own work. I also declare that this dissertation has not previously been submitted by me for a degree at this or any other tertiary institution and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Sindisiwe Dhlamini

24/02/2020

Date:

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DEDICATION

I dedicate this thesis to the following people:

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ABSTRACT

The study explored the involvement of teacher unions in the selection process of school principals in Johannesburg Central Region. It was conducted in pursuit of reality from stakeholders involved in the appointment processes in order to get their views and experiences on the issue of the involvement of teacher unions in the selection processes of principals.

This was a qualitative study based on the phenomenological design. It was conducted in two schools. A total of eight participants were purposefully sampled: two principals, two SGB representatives and four teacher unions' representatives. The data were collected using individual interviews. Four themes emerged from the data in this study. The findings revealed that there is subjectivity and unfairness in the selection processes of principals. The Department of Education ought to review the involvement of teacher unions in the appointment of principals to public schools.

KEY TERMS

Teacher unions; appointment processes; observer role; principalship, interviews; public secondary schools, grievances, promotional posts

LIST OF ABBREVIATIONS

| | | |
|---------|---|---|
| AFT | - | American Federation of Teachers |
| ANC | - | African National Congress |
| COSATU | - | Congress of South African Trade Unions |
| DBE | - | Department of Basic Education |
| DoE | - | Department of Education |
| EEA | - | Employment of Educators Act |
| ELRC | - | Education and Labour Relations Council |
| GDE | - | Gauteng Department of Education |
| LRA | - | Labour Relations Act |
| NAPTOSA | - | National Professional Teachers Organisation of South Africa |
| NATU | - | National Teachers' Union |
| NEA | - | National Education Association |
| PAM | - | Personnel Administrative Measures |
| SACP | - | South African Communist Party |
| SADTU | - | South African Democratic Teachers Union |
| SASA | - | South African Schools Act |
| SGB | - | School Governing Body |

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

During apartheid, the provision of unequal education to race groups was an instituted policy mechanism to suppress the majority of South Africa's Black population. Most notoriously Black people were provided with a 'dumbed-down' education through the then ruling party's "Bantu education" policies (Wills, 2014:3). There has been a paradigm shift since then from centralisation to decentralisation. A range of different policies were designed post-1994 in order to bring change in the education sector in South Africa. These policies intended to redress the injustices of apartheid. The Employment of Educators' Act No.76 of 1998 (EEA) became one of the cornerstones of the policy changes post 1994. The focus of this study is on the involvement of teacher unions as one of the stakeholders in the employment of educators (in this case, promotional posts) in public secondary schools.

Teacher unions have a right to participate during the processes of appointments in schools. This is to ensure that free and fair procedures are followed throughout the whole selection process. The following policies give teacher unions the right to participate during appointment processes in schools. They include The Labour Relations Act No. 66 of 1995 (LRA) that gives workers the right to be unionised and to belong to a labour organisation of their choice. THE COLLECTIVE AGREEMENT NUMBER 2 OF 2005, section 3.2.1(d) specifies that there should be one union representative per union during the short-listing, interviews and the compilation of the preference list. The unions should also be part of the Education and Labour Relations Council (ELRC). The Personnel Administrative Measures (PAM: 76-77) also stipulate the need for teacher unions to be informed should short-listing, and interview processes take place.

The involvement of teacher unions regarding the implementation of the EEA is still characterised by controversy when it comes to the filling of promotional posts in schools. There seems to be problems regarding the role teacher unions play during the appointment processes such as ignoring their observer status during appointments (Zengele, 2009:24). Further difficulties, according to Masondo and Harper (2014:4) include leadership manipulation of the education system across provinces to control teacher appointments in return for bribes. In some schools, those who are trusted with power and authority to appoint and promote teachers are perceived as abusing their rights by pursuing their agendas. In many instances, teacher unions

are blamed for such allegations. It is for this reason that I investigated the role and involvement of teacher unions and their perceived influence during appointments.

This study explores the role and involvement of teacher unions in the selection process of principals in public secondary schools in Johannesburg Central Region. Specifically, it explores how teacher unions understand their involvement in the appointment of principals. Aspects that are considered in ensuring fairness in appointments were looked at. Stakeholders who sit during interviews were also provided with the opportunity to present their views and experiences on what they have observed during the selection processes of principals.

1.2 HISTORICAL BACKGROUND OF TEACHER UNIONS IN SOUTH AFRICA

1.2.1 Teacher unionism prior democracy in South Africa

The South African state did not recognise teacher unions until the early 1990s. Prior to this, teachers were officially organised into professional bodies popularly known as teacher associations. These bodies comprised of white professional associations that were very influential and enjoyed direct lines of communication with the education department. In addition, there were Black teacher associations that were smaller and wielded little power (Glaser, 2016). During the early years, Msila (2014:260) highlights that teacher unions in South Africa were divided according to racial lines. Historically, it can be shown that the majority of Black African teacher unions were more militant, whereas the White teacher unions tended to be more professionally orientated.

During 1976, White educators had representation in the form of the Teachers Federal Council (TFC). The responsibility of the council was to negotiate for White educators in all labour-related issues. Black teachers, on the other hand, had to accept everything that was a result of negotiations between the state and the TFC (Behr, 1984:106). According to the National Education Policy Act (Act 39 of 1962), the White government prescribed what was to be discussed in union meetings. Zengele (2009), in his study, states that as long as the government prescribed what was to be discussed in union meetings, it was premature to classify these gatherings like those of unions.

The issue of inequality and non-representation of Black teachers in education continued until the early 1980s. However, this did not stop the formation of a non-racial union called the National Education Union of South Africa (NEUSA). This was the first of a series of “progressive”

teacher unions, which challenged working conditions and the Bantu Education system. In 1988, the National Teachers Unity Forum (NTUF) was also established, specifically to bring teacher unions together and iron out differences (Glaser, 2016). All this happened after the Congress of South African Trade Unions (COSATU) and the African National Congress (ANC) signed an agreement on teacher unity in Harare, Zimbabwe. There was more space for the formation of other non-racial teacher unions during this period since Apartheid was in its death throes.

On the 6th October 1990, another teacher union was formed called the South African Democratic Teachers Union (SADTU). It came as a product of multidimensional and prolonged negotiations among racially divided teacher organisations that merged with the intent to pursue one progressive vision. Teachers from at least 18 organisations from all corners of South Africa signed this union into being. SADTU became the first national non-racial and, non-sexist union in South Africa (Kumalo & Skosana, The history of SADTU, 2014). While I am aware of other teacher unions that emerged thereafter, I focused more on SADTU because it is the most prevalent according to literature when it comes to issues of union involvement in promotional posts, which is the focus of this study.

1.2.2 Teacher unions during democracy in South Africa

In 1994, after the first democratic elections, a new government came into power, which was committed to social transformation and guided by the constitution. The African National Congress (ANC) government showed determination to overhaul the state education system, to dismantle the “apartheid juggernaut,” and simultaneously to rebuild the education system from the ground up (DBE, 1995:53). This meant that teachers had a right to choose the union to belong to, and were protected by section 18 of the constitution of the Republic of South Africa Act No. 108 of 1996. Legislations such as the EEA indorse teacher unions to be involved directly in bargaining with all stakeholders in improving the quality of education, especially in the Black education sector (DBE, 1998). The LRA also provides a framework within which employees and trade unions can collectively bargain in terms of employment and other matters in the workplace (LRA, 1995). The promulgation of these laws also meant that teacher unions were now permissible to participate in the development and formulation of education policies in the country (Mathebe, 2015). Hence, today there is a democratic transformation in the education sector. Black teachers are now represented by teacher unions of their choice and form part in the formulation of policies.

Although teacher unions are now permissible to participate in educational issues during the period of democracy, there has been a lot of criticism towards them when it comes to their involvement in promotional posts in public schools. According to Glaser (2016), the South African public school system has been in crisis for years, and educationists have searched for explanations for this post-apartheid failure. The emphasis is on inappropriate policies, corruption, and mismanagement. She further states that teacher unionism has been included among other factors that contribute to these crises. To support this statement, Ramokgotswa (2016:116) in what she refers to as the theory of power struggle and politics, is of the view that the unfairness and subjectivity of the appointment processes have been due to the role played by teacher unions. She further states that the teacher union's role is viewed as negative and biased.

Furthermore, in his study Mathebe (2015:69) reveals that on the one hand, union leaders claim to assist the Department of Basic Education in appointments and promotion of teachers. On the other hand, union leadership tends to influence the final decision of who is appointed or promoted. Against the preceding discussion, it can be deduced that teacher unions were rightfully instituted to play a meaningful role in the education sector. One of these roles is to observe if the appointment processes are free and fair. However, they seem to be playing a contrary role with regard to the appointment and promotion processes in schools. The next section looks at the rationale and motivation for conducting this study.

1.3 RATIONALE AND MOTIVATION OF THE RESEARCH

The researcher in this study is a former SADTU employee. This is where the passion and interest of wanting to know more about teacher unions developed. This was after I read about the negative criticism and allegations made about the role teacher unions play in the processes of appointments. Therefore, this study may enable me to contribute towards understanding the factors influencing the media and other researchers to perceive teacher unions as to having a negative impact on appointments of teachers in public schools. For instance, one incident occurred recently in the Johannesburg Central Region. This incident involved the controversial appointment of a principal at Klipspruit West Secondary School.

Teacher union SADTU was accused of overstepping its role in allegedly influencing the disturbing appointment. It was alleged that the community embarked on the protest because a SADTU branch chairperson in Eldorado Park asked questions and made comments during the short-listing and interviewing process (Mahlangu, 2017:10). This led to protests by the community in Klipspruit, which brought schooling to a standstill. I have noted that less research has been conducted on the issue of the involvement of teacher unions in promotional posts. This is possibly due to the sensitivity of this topic. I, therefore, developed an interest in conducting this study to gain more in-depth insight, views and experiences from different stakeholders who form part of the selection processes when appointments are made in schools.

1.4 SIGNIFICANCE OF THE STUDY

Palmer and Mullooly (2016) state that researchers have seldom scrutinised principal selection methods, yet significant procedural issues exist. They also state that the methods used to select principals have changed a little since the 1950s. This study is thus significant to produce a better understanding of how teacher unions become involved in the selection process of principals in practice. It will possibly contribute towards the appointment process, by suggesting models that will ensure appointments run smoothly where potentially deserving candidates are appointed. This study might empower all stakeholders in knowing the importance of their roles and responsibilities during appointments in promotional positions. For example, they may not take advantage of the obliviousness of the school governing body members, especially the parent component in the appointment of principals.

1.5 STATEMENT OF THE PROBLEM

The ultimate goal of any school is for every learner to succeed. In order for that goal to be realised, there are various factors to be taken into consideration, such as the appointment of a good leader. Botha (2013:2) states that “Though each organisation is dependent on people for the performance of its work, the degree of success or failure which the organisation achieves depends on the manager who in this case is the principal”. There are significant roles and responsibilities that are supposed to be played by a principal, such as ensuring effective teaching and learning in schools. It is, therefore, of utmost importance that processes of short-listing and interviews are conducted in terms of the EEA so that suitable candidates are recommended after the interviews.

Following the number of allegations on the media and literature about the negative influence, teacher unions have on appointment processes, I observed that the Department of Basic Education is experiencing inconsistencies in the selection process of candidates in the education sector, especially with that of principals. One example is that of a principal who had been recommended despite the fact that he had 18 years' experience as an administration clerk and only six months as an educator (Zengele, 2009:18). Another example is that one of a candidate reported (ibid), that was a wife of a SADTU official with a teaching diploma while other candidates with higher degrees were side-lined during the interviews (City Press, 2009:14).

Teacher unions are viewed as abusing their powers by pursuing their own agendas and manipulating the appointment processes. Mhlongo (2017:3) concurs with this statement in his study. He states that teacher unions, particularly in township schools, appear to assume the decision-making role when it comes to teacher promotion processes. In their report, the Ministerial Task Team (MTT) also reveals the same in their findings. It is stated in their report that SADTU takes advantage of SGBs who are uneducated and influence them to recommend their own preferred candidates. In some cases, according to the MTT, there are claims of money paid to influence the outcomes in appointments, and there are findings of improper and unfair influences of many kinds (DBE, 2016). It is important to note that SGBs are endorsed in Chapter 3, Section 6(3) of the EEA to recommend any appointment, promotion or transfer to any post at public schools (DBE, 1998). However, it is believed that these SGB members, especially in the township and rural schools, are uneducated. The MTT believes that this makes human resource matters very difficult for SGBs to understand.

Looking at the above allegations made on teacher unions about their involvement in promotional posts, I am of the view that there is a need to redress the system currently used for appointments in schools. Some researchers such as Diko and Letseka (2009); Fleisch (2010) indicate that there are sufficient teachers with Honours, Masters and Doctoral degrees in educational management who have been overlooked for promotions. I also share the same sentiments as these researchers. I, therefore, aim to contribute by exploring the role of teacher unions in the selection process of principals and to hear from them what they do practically during the process of appointments.

1.6 RESEARCH QUESTIONS

In light of the above exposition, the main research question was as follows:

- What is the role and involvement of teacher unions in the selection of secondary school principals in Johannesburg Central Region?

In order to find answers to the research question raised above, the study was guided by the following sub-questions:

- How do teacher unions understand their involvement in the appointment of principals in public secondary schools?
- What are teacher unions' experiences in their involvement in appointment of principals in public secondary schools?
- What are the opinions of other stakeholders involved in the appointment processes regarding teacher unions?
- How should teacher unions be involved in the selection process of principals in public secondary schools?

1.7 AIM AND OBJECTIVES

AIM:

The study aimed to explore the involvement of teacher unions in the selection process of principals in public secondary schools in Johannesburg Central Region.

RESEARCH OBJECTIVES

- To investigate how teacher unions understand their involvement in the appointment of principals in public secondary schools.
- To understand teacher unions' experiences in their involvement in the appointment of principals in public secondary schools.
- To discover the opinions of other stakeholders involved in the appointment processes regarding teacher unions.
- To investigate how teacher unions should be involved in the selection process of principals in public secondary schools.

1.8 PRELIMINARY LITERATURE REVIEW

A literature review is a written argument that supports a thesis' position by building a case from credible evidence obtained from previous research. It provides the context and background about the current knowledge of the topic and lays out a logical case to defend the conclusions it draws (Machi & McEvoy, 2016:5). A literature review was conducted for this study on the nature of the involvement of teacher unions during promotional posts of principals in public secondary schools. This section discusses some of the key concepts that emerged while reviewing literature and other concepts which will be discussed in detail in the second chapter. These concepts relate to the research questions I posed in this chapter.

1.8.1 What is teacher unionism?

A teacher union is an organisation formed to protect and advance the collective interests of teachers (McCollow, 2017:2). The originality of teacher unionism in many Western countries can be traced back to the late 19th century as teaching became an activity conducted mainly under the supervision of public schooling systems rather than individual schools (McCollow, 2017:3). In South Africa, teacher unionism can also be traced back to the 19th century when the Native Educational Association was formed back in 1879 (Govender, 1996:27). The most prominent teacher union in the world is called the National Education Association (NEA), it was formed in 1857 in the United States of America (www.nea.org). The second biggest teacher union is the American Federation of Teachers (AFT). It was formed in 1916, and today boasts more than 1.5 million members (Nelson & Bailey, 2002). In South Africa, the biggest teacher union is SADTU and was formed in 1990 in Johannesburg. Today it has over 250 000 members (SADTU constitution, 2014). This teacher union is followed by NAPTOSA, registered in 2006, representing more than 55 000 members (www.naptosa.co.za). The next key concept is about the role of teacher unions during the appointment processes.

1.8.2 Teacher unions' role and functions during the appointment processes

One union representative per trade union that is a party to the ELRC must be invited to act as an observer during appointment processes. The union representative observes the short-listing, interviews and the drawing up of a preference list (PAM: 97). Their role is to ensure that

suitable candidates are recommended and to verify that there is no unfair discrimination against any candidate. These roles are also supported in the South African Schools Act (SASA) no 84 of 1996, which provides some of the factors to be considered when appointments are made. These are the ability of the candidate, the principle of equity, the need to redress past injustices, and the need for representivity (DoE, 1996). Though these roles are clearly stipulated by policy, other researchers such as Bascia and Osmond (2012:211); Patillo (2012:58) are of the view that teacher union roles have shifted from that of being an observer to actively participating in appointing and promoting teachers. I am of the view that if these allegations are correct, then they might clash with the employment legislation of teachers. There are many allegations that emerged upon reviewing literature that suggests teacher unions as being delinquent and having a negative influence during the selection processes. These allegations are contrary to that of being observers and include flaws in promotional posts, abuse of power and corruption by teacher unions during appointments. For instance, Zengele and Coetzer (2014) assert that teacher unions often ignore their observer role during the selection processes and become active participants. Another example is that when promotional posts are advertised in Government Gazettes, there is behind the scenes campaigning by some teacher unions to push for their comrades to be appointed to senior positions (Diko & Letseka, 2009). Looking at these allegations, there is no doubt that the involvement of teacher unions in the promotional posts is a concerning issue. Hence, I found it essential to conduct this study to understand the involvement of teacher unions in these processes. The next section discusses the research design and methodology used for this study.

1.9 RESEARCH DESIGN AND METHODOLOGY

1.9.1 Research paradigm

Denzin and Lincoln (2000) define paradigms as human constructs that relate to first principles or ultimatums, indicating where the researcher comes from to construct the meaning contained in the data. Paradigms are composed of certain philosophical assumptions that guide and direct thinking and action (Mertens, 2015:7). There are four basic belief systems that constitute a paradigmatic viewpoint:

- Axiology - the nature of ethics;
- Ontology - the nature of reality;

- Epistemology - the nature of knowledge and the relationship between the knower and that which would be known; and
- Methodology - the appropriate approach to systematic inquiry (Denzin, Lincoln & Guba, 2005).

In the centuries before reading and writing were common, individuals developed knowledge of the world around them primarily by three means (McMillan & Schumacher, 2014:13). The first was through personal experiences and observation of others' experiences. The second method of knowledge generation could be identified as logical positivism that emphasised that there is a single reality within known probability, objectivity, empiricism, and numbers. A third paradigm for generating knowledge is called interpretivism or constructivism. Researchers under this paradigm use systematic procedures but maintain that there are multiple socially constructed realities.

In seeking the answers for this research, the interpretive paradigm was used in order to obtain the participants' views and experiences on the issue of teacher unions and their involvement in promotional posts. In the interpretive paradigm, I sought to understand the subjective world of human experience (Cohen, Manion & Morrison, 2011:17). This allowed me to construct and interpret my own understanding of the gathered data. Interpretive researchers, according to Burton, Brundrett and Jones (2014) aim to explore perspectives and shared meanings and to develop insights and a deeper understanding of phenomena occurring in the social world by means of collecting predominantly qualitative data.

1.9.2 Research approach

This study is exploratory; qualitative research was therefore conducted to understand the participants' perspectives on the issue of teacher unions and their involvement in the selection processes of principals in public secondary schools. Qualitative research is a type of research that refers to an in-depth study using face-to-face or observation techniques to collect data from people in their natural settings (McMillan & Schumacher, 2014:5). This process involves emerging questions and procedures, data typically collected in the participant's setting and the researcher making interpretations of the meaning of the data (Creswell, 2014). Qualitative researchers explore issues using qualitative data such as open-ended interviews that provide data based on the participants' perspectives and their actual words (Johnson & Christensen, 2012:18). In order to obtain a good understanding of the phenomena, data were gathered in the

form of audio-recorded interviews. This was done in a natural setting and prejudice was avoided by all means. The data collected was correctly interpreted, were the original views of the participants and there was no subjectivity. Bulmer in Taylor, Bogdan and Devault (2015:8) also supports this statement by saying that qualitative researchers must attempt to suspend, or set aside their own perspectives and taken-for-granted views of the world.

1.9.3 Research methodology

This study used a phenomenological design. The main motive was to seek reality from the participants and getting views of their experiences and feelings on the issue of the involvement of teacher unions in the selection processes of principals to promotional posts. Phenomenological studies investigate what was experienced and how it was experienced. It examines the meanings that interviewees assign to their experiences (McMillan & Schumacher, 2014). In his study, Yuksel (2015) affirms that phenomenological research studies in educational settings generally embody lived experiences, perceptions, and feelings of participants about a phenomenon. Following this perspective, I was able to obtain multiple views from the participants as the process looked at their experiences.

1.10 SAMPLING SELECTION

1.10.1 Site selection

Choosing a site is a negotiation process to obtain the freedom of access to a site that is suitable for the research problems and feasible for the researcher's resources of time, mobility, and skills (McMillan & Schumacher, 2014:377). Two public secondary schools were selected from D-14, Johannesburg Central Region. Both schools have conducted interviews for the principalship positions within the past five years; one has experienced disputes while the other successfully completed the selection process without any irregularities. The two sites provided good scenarios from which to learn what contributes to problems and success of the appointment processes. The sites were appropriate in terms of my resources of time and mobility, meaning I chose the most accessible schools. Consent was sought to conduct the study at both sites. Permission to conduct this study was obtained from the University of South Africa's Ethics Committee and from the Gauteng Department of Education. All participants were requested to sign consent forms for interviews to be recorded.

1.10.2 Participant selection

Qualitative samples can range from one to 40 or more. The insights generated from qualitative inquiry depend more on the information richness of the cases and the analytical capabilities of the researcher than on the sample size (McMillan & Schumacher, 2014:352). The availability of information richness, therefore, depended on the chosen participants. I used purposeful sampling because it targets participants who have the potential of providing in-depth data due to their knowledge and experience of the phenomenon (Maree, 2011). For this study, a sample of eight participants was chosen from two schools in Johannesburg Central D-14. The participants comprised of four union representatives (two per school), two principals (one per school), and two SGB representatives (one per school). These participants are all endorsed by the ELRC (2003:77) as stakeholders involved in the appointment processes. The union representatives had to be very knowledgeable about teacher unions and most importantly had to be familiar with the appointment and interview processes. The reason for selecting these teachers was for them to elucidate from their experiences, how they view or understand the involvement of teacher unions in the processes of appointments. The principals and chairpersons of the SGB were chosen because they have sat in the interviews as panellists.

1.11 DATA COLLECTION SOURCES

One source was used in this study to collect data; interviews.

1.11.1 Interviews

According to Doody and Noonan (2013), an interview is an approach mostly used to collect data in studies. They are particularly useful in uncovering the story behind the participant's experiences. The data collection mainstay of a phenomenologist is the personal in-depth, unstructured interview. These interviews are typically extended, and the researcher may have several interview sessions with each participant. On the other hand, some structure is required to stay on the topic, but the researcher needs considerable skill in listening, prompting when appropriate and encouraging participants to reflect, expand and elaborate on the remembrances of their experiences (McMillan & Schumacher, 2014:6).

I used a combination of unstructured and semi-structured interviews of about an hour in length. An unstructured interview often starts with a broad, open question concerning the area of study. This is done with subsequent questions dependent on the participant's responses (Holloway &

Wheeler, 2010). This method allows the participant's thoughts and interests to be explored in-depth, which, in turn, generates rich data (ibid). Semi-structured questions are specific interview questions that allow for individual, open-ended responses (McMillan & Schumacher, 2014:6).

The interviews were conducted with all the participants with whom I believe were best suitable to provide me with relevant information to answer the research questions. The sequence and wording of questions were chosen with caution since this topic is politically sensitive. The following are some of the questions asked to the participants:

- In your experience, what is the actual role played by teacher unions during the filling of the post?
- What is your recommendation regarding teacher unions' involvement in promotional posts in schools?

Digital recording was used to ensure completeness of all verbal interactions and to provide material for reliability checks. Participants were probed in order to increase the comprehensiveness of the interview. Notes were taken to help me reformulate questions and probes that assisted me when facilitating data analysis.

1.12 DATA ANALYSIS

Graue (2015:8) describes qualitative data analysis as a process of the description, classification, and interconnection of phenomena with the researcher's concepts. In qualitative studies, there is usually a considerable amount of data to be analysed, summarised, and interpreted. Interview transcripts should be critically examined and synthesised (McMillan & Schumacher, 2014:395). It was also to determine the attitudes of the participants towards the involvement of teacher unions in the selection process of principals in public schools. The content was analysed using inductive data analysis throughout the whole research process, during and after data were gathered. This was to enable manageability and to allow for the continual focus of the inquiry.

McMillan and Schumacher (2014) describe inductive data analysis as the process through which qualitative researchers synthesise and make meaning of the data. It starts with specific data and ends with categories and patterns. In order to make sense of the collected data, I transcribed all data by means of listening to voice recordings of every participant. This process was followed by comparing what the participants had in common and checking dissimilarities between them. After transcribing data, it was then organised according to the research questions. In order to

obtain comprehensive data analysis, data were then coded, as discussed later on in the study. Data coding, according to Graue (2015), is a vital step in any qualitative data analysis because it helps the researcher to provide meaning to data collected from the field. Data were then interpreted by developing themes and categories. The themes that were developed during the analysis were explored in greater depth and were put into broader categories. Similar codes were put together to form these categories, which were then labelled to capture the essence of the codes. Categories represent significant ideas that are used to describe the meaning of similarly coded data (McMillan & Schumacher, 2014:404).

1.13 MEASURES OF TRUSTWORTHINESS

Jones, Torres and Arminiol (2013:35) typically understand the issue of trustworthiness as the qualitative paradigmatic means by which to assure that a study is of high quality. Judging the worthiness of qualitative inquiry is not determined solely upon whether or not the researcher implemented the correct procedures as in quantitative research (Rossman & Rallis, 2010). This means there is a lot to be taken into consideration in ensuring trustworthiness. Creswell (2013) associates trustworthiness with validation. This is the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan & Schumacher, 2014:354). In other words, validity is the extent to which the interpretations have mutual meanings between the participants and the researcher.

I used the four trustworthiness strategies suggested by Guba and Lincoln (1982) which are credibility, transferability, dependability, and confirmability. According to Lincoln and Guba (1985), credibility establishes whether the research findings represent plausible information drawn from the participants' original data. Moreover, the information is a correct interpretation of the participants' original views. The credibility of the findings was verified through member checking to check informally with participants for accuracy during data collection (McMillan & Schumacher, 2014). The purpose of doing member checks is to eliminate research bias when analysing and interpreting the results (Anney, 2014:277). The analysed and interpreted data were sent back to the participants for evaluation. This was to check with the participants if they were not misinterpreted and to make changes if they were unhappy. Establishing credibility occurred with participants periodically throughout all the interviews. Participants were probed to obtain more complete and accurate data on their experiences about teacher unions in the appointment processes.

Confirmability was another strategy used to ensure the trustworthiness of this study. Confirmability, according to Tobin and Begley (2004:392) establishes that data and interpretations of the findings are not figments of the inquirer's imagination but derived from the collected data. Confirmability in this study was established using a reflexive journal described by Wallendorf and Belk (1989) as reflexive documents kept by the researcher in order to reflect on, tentatively interpret and plan data collection. The reflexive journal was kept, which included all events that happened in the field and personal reflections in relation to the study that arose during the investigation.

1.14 ETHICAL CONSIDERATIONS

All participants were given assurance of confidentiality and anonymity. Confidentiality refers to the treatment of information that an individual has knowingly disclosed in a research relationship or context. This goes with an expectation that this information will not be disclosed to unauthorised parties without consent (Jones et al., 2013:176). Additionally, the settings and participants were not identifiable in print. The names of people and places were written in codes; this was to ensure that informants' confidence is protected from other people. The purpose of the study was outlined at the beginning of each session; the intended use of data for the study was discussed with the participants. All this was done through the use of informed consent.

It was also critical that I assured participants of confidentiality and anonymity. Especially since this study involves issues of politics, (some teacher unions are politically affiliated with political parties) and hence these issues are very sensitive.

According to McMillan and Schumacher (2014:362), qualitative research is more likely to be personally intrusive than quantitative research. Thus, ethical guidelines include policies regarding informed consent, deception, confidentiality, anonymity, privacy and caring. In support of this, Marshall and Rossman (2011:47) state that ethical research practice is grounded in the moral principles of respect for persons, beneficence and justice. Thus, people who participate in our studies should not be used as a means to an end (often our own). Their privacy, anonymity and their right to participate-or-not should be respected. I was guided by these policies in order to have a credible research design. Permission was obtained from

different departments. Firstly, I had to apply to the Gauteng Department of Education to gain access to the two sites where I conducted research. I also had to apply to the University of South Africa for ethical clearance and obtain letters inviting participants to partake in the study.

1.10 SUMMARY

This chapter introduced the research topic. It focused on teacher unions and the role they play during promotional posts in schools. I also elaborated on the history of teacher unions to give the reader a background of how teacher unions functioned prior to and in post-democracy. This was presented in the introduction and problem statement. Various policies were cited such as the LRA, PAM document and SASA. These policies explain the roles and functions that ought to be played by teacher unions during the appointment processes. The chapter also highlighted the research questions, aim and objectives of the study. I thereafter provided the rationale and motivation for undertaking this study.

Drawing from relevant literature, I gave an overview of the conceptual framework in the preliminary literature review. Research design and methodology for this study were also presented. The steps followed to analyse data were briefly discussed from transforming data into written text to making sense of the themes or categories that were identified while analysing data. This was done to explain how data were changed into meaningful information. The issues of trustworthiness were highlighted in order to evaluate the quality of this study. I then concluded by explaining the ethical considerations that I followed in conducting this study. In the next chapter, I elucidate further on the conceptual framework.

CHAPTER 2

CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

A conceptual framework is a structure that the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). This structure is arranged logically to provide a picture of how ideas in a study relate to one another (Grant & Osanloo, 2014). The framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012). The purpose of this chapter, therefore, is to explore the literature on the key concepts that were studied. The literature on this study includes the national and international context of what different scholars and media publications have written about teacher unions when it comes to their involvement in promotional posts. Various studies were considered to construct this conceptual framework, and the following researchers were looked at (Blackmore, Thompson, & Barty, 2006; Diko & Letseka, 2009; Letseka, Bantwini & King-McKenzie, 2012; Mhlongo, 2017; Ramogotswa, 2016; Wills, 2014; Mahlangu & Pitsoe, 2011; Masenya, 2013; Zengele & Coetzer, 2014; Zengele 2017; 2013; 2009).

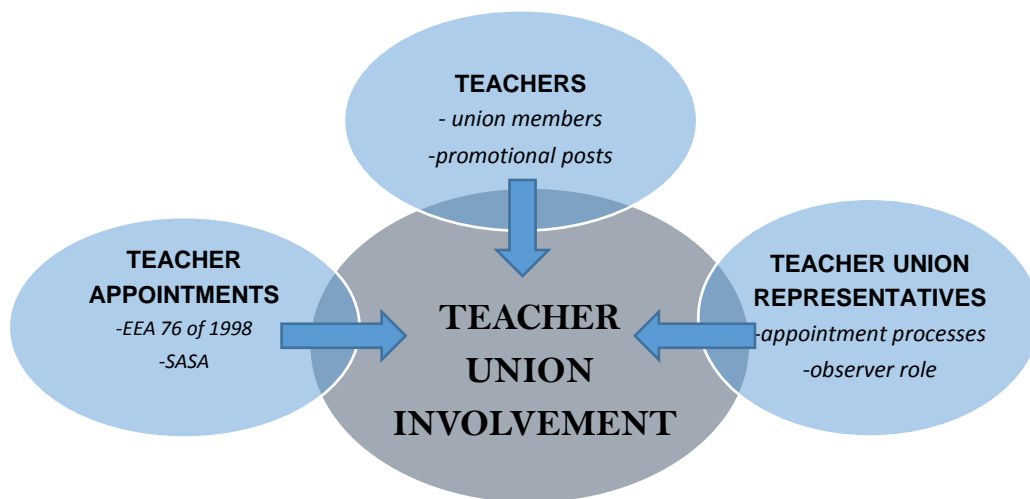
This study is based on the involvement of teacher unions in the selection of principals into promotional posts. The promotion, according to Scott, Clothier and Spriegal (2011), refers to the upward movements at the current job, leading to greater accountability, higher status and a better salary. These authors further assert that promotions in the corporate sector do not make much of a difference as in government sectors. In the government sector, promotion is the only way for employee career development. This is the ultimate motivational factor for each employee because it moves the employee forward in the problematic hierarchy. They get higher respect, honour, salary in grades and increase in allowances. In fact, the only way an employee can get promoted in the government sector is by applying for a promotion. Whereas in the corporate world, employees can get promoted by their level of education, hard work or even experience. In support of the above assertion, Wong and Wong (2010) affirm that the promotion of teachers is an important issue especially as salary levels in education, unlike the business world, are relatively fixed. No matter how educated or experienced an employee may be in the education sector, their salaries are pre-set. As a result, the promotions are an essential award instrument through which teachers can try to meet the standards set by their employers.

This chapter presents an overview of concepts such as teacher unionism. Contrasting perspectives by different authors on how they view teacher unionism are discussed. Following that is a discussion on teacher unions in general, along with teacher unionism in South Africa. The discussion of how principals from different countries are selected will then follow. Countries such as Mexico, England, Singapore, Australia, the United States of America and South Africa are looked at. I wanted to establish if there are similarities with other countries abroad when it comes to the selection processes of principals. I will then review the actual process of teacher appointments into promotional posts in South Africa and the phases of filling these positions.

The procedures for the creation of posts, advertising, sifting, short listings, a recommendation of candidates and appointments as set out in various sections of legislation such as SASA, the EEA, PAM and the PPN, are also discussed. The role played by teacher unions in these processes and how teacher unions influence the education system when it comes to appointments is also elucidated. Finally, criticism by other scholars on how they view the involvement of teacher unions in promotional processes is reviewed. This will be done to understand teacher unions and the role that they play during the selection processes or promotional posts in public schools. The next section presents a figure of the conceptual framework for this study.

2.2 Figure of the Conceptual framework

This conceptual framework serves as a guide to help focus on the research questions posed for this study.



2.3 WHAT IS TEACHER UNIONISM?

According to Shrestha (2012:10), a union can be simply defined as an alliance of workers to strengthen their efforts in bargaining with their correspondents. A teacher union or alternatively “education union” is an organisation formed to protect and advance the collective interests of teachers (McCollow, 2017:2). There is an extensive divergence of views, however between different authors on how they describe teacher unionism. Authors such as Mothata, Lemmer, Mda, and Pretorius (2001:170-171; in Zengele, 2009) describe teacher unions as bodies organised at the national level to protect the interests, wages and working conditions of their members. These bodies are involved in policy-making structures such as the ELRC.

In light of the above delineations, there are other contrasting views by other scholars on teacher unionism. Some define teacher unions as agencies and medium of power, seeking to address the imbalance of power in the workplace (Woods, 1999:7). Murillo (1999) view teacher unions as interest groups who are political forces against any sort of education reform. She raises the point that political influence may depend on who is in power. Others suggest that teacher unions are interest groups, blocking changes to the status quo through activism, lobbying, and campaigns (Moe, 2003; 2005; 2011). Again, on their recent work, Moe and Wiborg (2017) believe that since the teacher unions’ first emergence, they have been leading opponents of education reform. This occurs when official decisions are made about policies and reform of public schools. However, on the one hand, policymakers have criticised teachers’ unions as hindrances

to quality-enhancing change due to union policy preferences and other activities. On the other hand, teachers' unions argue that they have played an important positive role in education.

In essence, there are two focal and contrasting perspectives on teacher unions. One perspective depicts them as special interests pursuing a self-interested agenda. The other views them as encompassing social movements advocating for public education (Moe, 2011). As noted by a number of writers, in recent times, the former view appears to be gaining traction (McCollow, 2017). Teacher unions have increasingly been portrayed as illegitimate, unprofessional, simplistic and selfish. Moe, for example, portrays teacher unions (in the United States) as very powerful special interest groups. He asserts that they successfully exercised the policy of identifying and enforcing the "provider capture" at the expense of the public. He further states that teacher unions represent their members in collective bargaining, political campaigns and other activities that are harmful to education. In his view, they are not legitimate stakeholders in educational policy development since they always put self-interest ahead of any other consideration. These interests are not necessarily linked to what is best for children, schools or society, and sometimes conflict with greater interests. They are a reflection of their fundamental interests, for example, when they lead to the protection of the work of incompetent teachers.

While teacher unions played an essential role in the transformation of education in the past, contemporary literature depicts them as having a negative impact on the education system. In Mexico, for example, teacher unions are a remarkable and negative current feature of the news arena. They markedly include reports of entrenched corruption and violent protests against recently approved education reform legislation (Grant, 2013; O'Grady, 2013). Research also reveals that in other countries such as the United Kingdom, Brazil, and India, there are significant areas of unsteadiness in the education union sectors (see Adams, 2013; O'Grady, 2013; Guardian Service, 2013; Eurofound, 2012).

In South Africa, like in other countries, teacher unions are perceived as having a negative influence, particularly when it comes to their involvement in promotional posts in schools, which is the main focus of this study. Researchers such as Msila (2014:260) questions whether teacher unions are challenged to play a reliable role in education and play an essential role in the transformation of education. Looking at this argument made by Msila, one would question as to whether teacher unions indeed play a positive role in the education sector or not. In this study, I explore the parameters of the influence teacher unions might have when it comes to their

involvement in promotional posts. According to Mafisa (2017:73), teachers' unions are seen as contrary to educational change and progress. This is further conversed in the next sub-topics. In a positive vein, what is common to both local and international literature is the focus on the complex and dynamic roles of teacher unions. These are:

- (i) protector of teacher-interests;
- (ii) as a willing respondent and partner in policy creation; and
- (iii) as coordinator of professionalising activities (Bascia & Osmond, 2012; Heystek & Lethoko, 2001).

To conclude this section on teacher unionism, I am of the view that there is some positive contribution they have made in the South African education system. I believe this positive role is informed by the specificity of South Africa's transition to democracy. For instance, they now form part when education policies are formulated, whereas they did not during the Apartheid era. However, it is not entirely clear as to whether they play a similar role when it comes to observing promotional posts during the appointment processes. Literature suggests that there is a widespread problem with teacher unions' involvement during appointments. In the next section, the focus will be on teacher unions abroad and in South Africa.

2.4 TEACHER UNIONS IN GENERAL

Teacher unions are a vital stakeholder in the education system. The upbringing to teacher unionism and the origins thereof below will enable the reader to see the value espoused by teacher unions. For example, Moe (2011:8) believes that teacher unions are among the most powerful interest groups of any type in the area of public policy. At the beginning of the twentieth century, teachers were trained to believe that sacrifice was the essence of their profession. As school systems developed into large bureaucratic organisations, teacher powerlessness became institutionalised. In 1857, the National Education Association (NEA), which is the largest teachers' union, with 3.2 million members in 2012, was founded in the United States of America. This is according to the NEA website www.nea.org/archive/11608.htm.

Education was very informal during the formation of this teacher union. The critical requirements for teaching were the ability to read and write. By the mid-1800s, however,

extensive education reforms led to an emerging public school system and professional training for teachers. The NEA website also reveals that during that period, many teachers worked in lonely isolation. These were one-roomed schoolhouses with scanty teaching materials, uncertain public support, sometimes the “salary” was food and accommodation. Hence, this teacher union saw a need to unionise and answered a national call to unite as one voice in the cause for public education. Today, public schools guarantee free education for every child in the United States, regardless of race or gender, religion or spoken language, social class or disability.

In 1916, with the support of the famous educator John Dewey, another teachers’ union was formed with 1.5 million members known as the American Federation of Teachers (AFT) (Nelson & Bailey, 2002). This teacher union started when teachers in Chicago began organising to improve their conditions and to prevent schools from turning into the educational factories (Oakes, Lipton, Anderson & Stillman, 2013: 360). Another motive for the formation of this teacher union was that of young female teachers who were forced to resign after marriage. Female teachers were also underpaid than their male counterparts (Reid, 1982).

There are other issues that the AFT had attacked which include low salaries and economic insecurity. To make matters worse, female teachers found themselves faced with contracts that still required them to wear skirts of a certain length, keep their trousers buckled, receive no more than three calls a week from gentlemen, and teach Sunday school courses. There are various other challenges that have been at the top of the AFT agenda over the years according to the AFT website. These include: Free and equal education as embodied in public schools, safe and hygienic working conditions, and reasonable hours for reasonable pay, child labour laws, tenure for teachers, collective bargaining, women’s rights, effective schools and education reform (www.aft.org).

The NEA and the AFT are by far the most influential groups in the American politics of education, having over 4 million members (Moe, 2011). The most powerful unions, according to Bascia and Osmond (2013), are those that are able to partner with governments without forgetting the realities under which teachers work. Where there is cooperation between governments and unions, there is remarkable progress in the education system (Gindin & Finger, 2014). One of the reasons why they are the most influential teacher unions in America is their collaboration with the government. As political interest groups, today they both lobby at

state and national levels. They are also increasingly serving on boards and committees that make policy recommendations for education reform.

It was very imperative that I give the above background on the two biggest teacher unions internationally, i.e. NEA and AFT, since the focus of this study is on teacher unions. These unions have ensured that teachers are treated equally, and most importantly, they fought for good working conditions for their members. They have also added value to the education system by changing it from what it was in the past. Today teachers in the United States are represented by unions when new policies are developed, regardless of their races and gender disparities. On the face of it, though, teachers' unions appear to have a limited role in public education, seeking better wages and working conditions for their members. The fact is they are a significant stakeholder, and even today, they still continue to add value to the education system. In the next sub-topic, I discuss teacher unions in South Africa.

2.4.1 Teacher unions in South Africa

The roots of teacher unionism in South Africa can be traced back to 140 years ago when the Native Educational Association was formed in 1879 (Govender, 1996:27). It was founded by Black teachers with the aim of addressing the challenges of the past. These challenges were experienced by Black educators as a result of Apartheid. According to Heystek and Lethoko (2001: 223) the major aim for the establishment of teacher unions, particularly Black unions, was to fight for the rights of teachers and to pursue political interests of African teachers. These teachers had to confront government head-on and use the military if necessary. There was an undertaking from the Native Educational Association members, from its inception not to focus on educational issues only, but on social and national aspects as well (Msila, 2014). These social and political challenges included things such as the discriminatory nature of salaries that were paid to White teachers as opposed to those of their Black African counterparts who had the same qualifications (Heystek & Lethoko, 2001:233).

Today there are various teacher unions in South Africa. These include SADTU, NAPTOSA, the South African Teachers Union (SATU), Professional Educators Union (PEU) and the National Teachers Union (NATU). The most dominant teacher unions in South Africa are, SADTU, NAPTOSA and SAOU. Unions such as NATU are smaller and do not have a vote in the bargaining chamber (Khanyi, 2013:6). In the previous section, I looked at the two biggest

teacher unions internationally or probably in the world, as suggested by Zengele (2009), namely, the NEA and AFT. In this section, I give a brief background of the two largest teacher unions in South Africa. Starting with SADTU, which is the largest teacher union representing just above 75% of all workers in the education sector. It was formed on the 6th of October 1990 at Shareworld in Johannesburg when 18 unions decided to unite under one banner. Since then, it has grown from around 3000 members to over 250 000, making it the second-largest affiliate of the Congress of South African Trade Unions (COSATU) (SADTU constitution, 2014).

SADTU's main objectives, according to history, include fighting for members' remuneration and improved working conditions for school teachers. Their aims are listed as follows:

- committed to the transformation of education
- dedicated to the development of an education system which is fully accessible, equal and qualitative, free of apartheid legacy and which is the just expression of the will of the people, as enshrined in the Constitution of the country (SADTU, 2001).

Though SADTU is the biggest teacher union in South Africa, it is most implicated when it comes to promotional issues in schools. This union is also often portrayed as having a negative impact in education (see Fleisch, 2010; Letseka, Bantwini & McKenzie, 2012; Mhlongo, 2017; Patillo, 2012, Ramogotswa, 2016; Wills, 2016; Zengele, 2009; 2013; 2017). It is also worth mentioning that SADTU is politically affiliated to the tripartite alliance encompassing the COSATU, the South African Communist Party (SACP) together with the ruling party, the African National Congress (ANC). Researchers such as Letseka et al. (2012) are of the view that SADTU's position as a critical partner in the ruling tripartite alliance has severe implications for appointments to critical strategic posts in schools. On his recent study, Zengele (2017:692) also believes that teacher unions need to maintain a balance between the needs of teachers during their collaborations with the government; otherwise, they cease to become unions. Despite all allegations made about this union, it remains the biggest teacher union, and its membership continues to soar.

The second-largest teacher union in South Africa is NAPTOSA; it was registered on the 1st of November 2006 by the registrar of Labour Relations. It represents more than 55 000 members (www.naptosa.co.za). This is a combination of approximately 43 000 state employee members and about 6 000 SGB and independent school members. It is otherwise known as the Combined Trade Unions (CTU) because it serves as the umbrella body for various other smaller unions.

These other smaller unions consist of NATU, SAOU and PEU. Altogether, these unions are known as NAPTOSA in the ELRC. Therefore, NAPTOSA is a federation of smaller unions that did not make the required threshold for representation in the ELRC. It is worth mentioning, however, that the smaller unions that form the NAPTOSA have their own constitutions.

Unlike SADTU, NAPTOSA is an independent teacher union not affiliated to any political party. Both SADTU and NAPTOSA play a role in negotiating conditions of work for teachers in the ELRC but are divergent in their ideologies. NAPTOSA is often depicted in a more positive, professional light (Msila, 2013). This teacher union existed in the early days of Apartheid, with typically White leadership and an agenda mostly concerned with the professionalism of teachers (Wills 2014:3). The aims of NAPTOSA are listed below:

- to be a non-discriminatory system of education;
- to be an equitable system of education;
- having an effective compulsory education;
- professional responsibility of educators;
- gender parity and elimination of backlogs;
- serving the interests of a child;
- promoting cooperation with parents and community as well as;
- the professional development of teachers (NAPTOSA, 2001).

In this section, I reviewed teacher unions with the aim of understanding their involvement in education. One thing I learned from these teacher unions, both from abroad and locally that is common is the reason for their formation. Teachers had to unionise because of their background, which includes the violation of their human rights, which they experienced in the past. The factors such as race and gender led to a violation of their rights. In the previous chapter, it was mentioned that before the formation of teacher unions, teachers were divided along racial lines. There were issues of inequality and non-representation between Black and White teachers. Glaser (2016) concurs that there were issues of race; for instance, Black teacher associations were very small in numbers and wielded little power. In contrary to that, Behr (1984) states that White teachers were represented in all labour-related issues.

Interesting observations I have made about international and local teacher unions is that those that are big in terms of their membership and that are affiliated with the government are the most powerful. For instance, in the United States, NEA and AFT are the most powerful due to

their membership. Bascia and Osmond (2013) argue that the most powerful unions are unions that partner with the government. Gindin and Finger (2014) also agree with this statement. They believe that one of the reasons why NEA and AFT are the most influential teacher unions in the United States is their cooperation with the government. In South Africa, the most powerful teacher union is SADTU, its membership is also substantial. It is in partnership with the Government of the African National Congress, which is the ruling party. In their research, Letseka et al. (2012) point out that SADTU is the largest teacher union, and its relationship with COSATU and ANC makes it the most influential teacher union, which means it is also closest to the government.

To conclude this section, similar to the NEA and AFT, teacher unions in South Africa played a very important role in the education sector, particularly in the last years of Apartheid. They established more equitable salary structures for teachers, balanced salary levels that had disproportionately favoured White and male educators (Van der Berg & Burger, 2010). They also participated in negotiations on a broader education system restructuring. Therefore, today's teachers enjoy the benefits of teacher unions. This study is about teacher unions and their involvement in the selection processes of principals in public schools. It is worth mentioning that not many researchers study the way teachers are recruited or selected into principalship positions. A good understanding of the history of teacher unions is crucial to figure out how they conducted themselves in the past, which is contrary to what is happening at present. This includes how they get involved in promotional posts in schools. According to Mazengwe (2012:80), it is evident that, currently, unions that played a significant role in the liberation struggle are lost to their inherent ideologies and have turned into ladders for promotional posts and political gains. In the next section, I discuss different methods used in different countries to select candidates into principalship positions.

2.5 THE SELECTION PROCEDURES OF PRINCIPALS IN DIFFERENT COUNTRIES

The role of the principal is an essential part of student achievement. Zengele and Coetzer (2014) assert that well-managed schools are characterised by the presence of adequately selected and dedicated candidates. Therefore, the selection criteria and assessment methods used to select these candidates are a prominent issue in student achievement (Mitchel, 2016: 2). Research reveals that there are discrepancies during the selection processes of principals. Some researchers such as Frias (2014) question why many school districts still rely on unsystematic

methods because there is empirical evidence that the principal has an impact on student achievement.

One of the biggest concerns when it comes to the selection of principals is the issue of merit. Merit has long been a mainstay of principal selection research dating back to the 1950s when Greene (1954) discussed the need for political proof, merit-based hiring procedures. After so many years after Greene's research, there are still concerns about the very concept of merit. The merit system is the process of promoting and hiring government employees based on their ability or the potential to perform a job, rather than on their political connections (Caverley, 2002:5). Interviews are the most commonly used method to select principals. However, there seems to be a lot of shortcomings during these processes. Palmer (2016:9) asserts that selection decisions are a source of consternation for researchers as they have found the "best" candidate often is not selected during interviews.

I feel that it is crucial to have good teams during the appointment processes whose role is to ensure that good leaders are selected. Teamwork and practising of good processes may assist in selecting deserving candidates during appointments. When fair procedures are followed during appointment processes, there will be fewer problems. For instance, unqualified teachers will not be selected for leadership and management positions. Most studies are critical about the principal's selection processes. Four prominent points are common throughout the principals' selection literature. Below I highlight these points in Palmer (2015):

- (i) the principal is an essential determinant of student achievement,
- (ii) procedures used to select principals are highly subjective and not proportionate with the importance of the role of the principal,
- (iii) the principal selection has not been widely interrogated by researchers, and
- (iv) inequity is a prevalent occurrence within the principal selection.

The role of the principal should not be underestimated, as Clifford (2010) claims that the principal is critical to the success of the school. A broadly cited study by Branch, Hanushek and Rivkin (2013), shows that an efficient principal can improve the average student's achievement in schools by between two and seven months of learning at a school year. On the other hand, an ineffective principal can reduce students' achievement score by the same amount. The obvious implication of this international evidence is that the effective placement and distribution of

principals between schools is critical to school effectiveness and student learning. The following sections describe the procedures used in different countries to ensure that qualified and deserved candidates are selected as principals. The following section outlines the practice of selecting and recruiting principals in countries such as Mexico, the United Kingdom, Singapore, Australia, the United States, and South Africa. The researcher chose countries that strongly rely on teacher unions for the selection processes of principals such as Mexico and South Africa. The researcher also chose countries that prioritises the issue of getting qualified and deserving candidates without relying on teacher unions. According to research, these countries are England, Singapore, Australia, the United States of America.

2.5.1 Selection procedures in Mexico

In the past, teaching positions in Mexico were often inherited and sold, and unions' loyalty to the National Teachers Workers Union was a more profitable option for professional advancement than was merit (Olmeda, 2014; Nieto de Pascual, 2009; Arnaut, 1998; Sandoval, 1997). After decades of political stalemate, political parties negotiated a series of structural reforms. Significant breakthroughs in education in these reforms include giving the National Institute for Educational Evaluation full autonomy (Javier, 2018:44). They also saw a need for creating a Professional Teachers' Career Service. Educational reforms established that any aspiring teacher must pass designed assessments. This broke the pre-existing unwritten rules that enable teachers to inherit or sell teaching jobs on the black market.

The reform also introduced a factor that significantly changed the mechanism by which teachers became principals or supervisors. This was done by allowing anyone who was interested in becoming a school principal to pass a competitive exam. Prior to the reform, half of the significant school-related positions, including the principal's position, were determined by the institutional bodies (SGBs). This allowed unions and educational authorities to decide which candidates could fill vacant positions on equal terms as education authorities.

South Africa is one of the countries that still rely on SGBs for a recommendation of candidates to promotional posts. Perhaps this may be the reason why there are complexities of making selection choices during appointments like it was in Mexico in the past. I undertook to conduct this study, including all stakeholders involved in the promotion process to hear their voices, in order to produce results that can inform the said process.

2.5.2 Selection procedures in England

The responsibility for the selection of teaching staff, the establishment of salary and promotion policies, the appointment and suspension of teachers and that of principals (head teachers) as they are called lies with the respective school governing body. The same trend is followed in South Africa, where the school governing bodies recommend appointments and promotion processes. In order to guarantee that the best possible candidate is appointed in England, the governors have to be capable of correctly translating the demands and needs of their school (Huber & Pashiardis, 2008:181). Governors prefer to use what they call “the safe route”. They do so by looking for someone as similar as possible to the former school leaders, rather than focusing on the future needs of the school. Though governors in England feel this is the safest route the question remains, does this selection procedure do justice in terms of getting the right candidate for the job? In my opinion, I present that the promotion process used is unfair. For instance, how can an interview guarantee that the candidate will be similar to a previous leader?

2.5.3 Selection procedures in Singapore

According to Huber and Pashiardis (2008), Singapore's current school system is determined by a precise policy approach that emphasises achievement and efficiency.

The Ministry of Education is responsible for the selection, training and development of school leaders. The main criteria for choosing a school principal are academic achievement, teaching experience and assessment report. School leaders should have at least a Master's degree. The final decision on the appointment is made by the Board of Education. I believe that evaluation is critical in selecting candidates to promotional positions such as those of principals. I also believe that teachers who are assessed in Singapore increase the rigour of the selection process.

2.5.4 Selection procedures in the United States

Just like in Singapore, the prerequisite for the application of teachers for a leadership position as a principal in America is a Master's degree in education. The majors are Educational Leadership, Educational Administration or similar. Additionally, applicants for principalship have to earn a certificate. To acquire the certificate, they must have taken the respective courses, have professional experience, and often have passed a special test or an assessment centre interview. The selection criteria and the decision lies with the hiring or a selection committee of

the particular school (Huber & Pashiardis, 2008). The assessment criteria are the most commonly used methods to select principals in other countries. This is also done in other countries such as Mexico, Singapore and Australia, where it is mandatory for candidates to undertake an assessment or special test as part of the selection process. This is not the case in South Africa; principals are chosen on the basis of their teaching qualification and teaching experience only.

2.5.5 Selection procedures in Australia

A panel comprised of different members according to the respective federal state is usually in charge of the organisation of the selection procedures in Australia. As a prerequisite, the applicant should participate in one of the development plans and hold a school leadership certificate. This is a mandatory requirement for appointment to school leadership positions like that of principals (Huber & Pashiardis, 2008). Different countries throughout the world use different methods to select candidates into principalship positions. However, it is not entirely clear as to whether teacher unions are involved in the appointment processes in other countries as it is happening in South Africa. International comparison of principal selection processes shows inevitable professional development is an essential component in ensuring that teachers are promoted into leadership positions. The requirements for becoming a principal in Australia also depend on those factors.

2.5.6 The selection of principals in South Africa

Less literature exists that focuses on the selection processes of principals into promotional posts in South Africa. However, the National Development Plan (NDP) emphasises the significance of making the right principal appointment at the outset (NDP, 2030). Literature reveals that the appointment of principals is often marred by impropriety by teacher unions, and as a result, unsuitable candidates are recommended into principalship positions. For instance, Palmer and Mullooly (2015:26) believe that the lack of fairness in principal selection is a long-standing issue, and it can prevent the most qualified candidates from obtaining a principalship.

The selection involves the process of selecting the most suitable candidate to fill the vacant position. Mathibe (2005) notes that in South Africa, unlike in the United Kingdom (UK) and the USA, any educator can be appointed to the office of principalship irrespective of the fact that

he/she has a school management or leadership qualification. In support of Mathibe's assertion, Wills (2016:44) states that qualifications and experience are usually the critical criteria guiding the recruitment of teachers and principals internationally. In South Africa, the Interview Committee established by the SGB at educational institutions where there are advertised vacancies conducts the appointment process. The EEA provides conditions for the selection process, which provides equal opportunities for all candidates applying for the post. Candidates should qualify based on certain criteria. Nationally, processes and short-listing criteria governing teacher and principal appointments are expressed in the PAM document (DBE, 2003a). The national minimum criteria for the selection of principals in South Africa include a Relative Educational Qualification Value (REQV) of 13. This is roughly equivalent to a three-year degree, including education-specific training and no different from an entry-level teaching post requirement and seven years of experience.

The selection of teachers in the South African education sector is a complex issue. In the above sub-topics, it was stated that in Mexico promotional posts would be sold or even be inherited. However, the education reforms established that any aspiring teacher would have to pass designed evaluations. In my view, selection procedures in South Africa should be redesigned and should have an additional requirement in addition to REQV 13 and seven-year experience of teaching. Measures should be put in place to ensure that not just everyone becomes a principal. The above summary provides an indicative picture of how teachers are selected in South Africa. In the next sub-topic, I look at ways to be followed when appointments are made.

2.6 THE PHASES OF FILLING PROMOTIONAL POSTS FOR PRINCIPALS

2.6.1 Recruitment

Resolution 5 of 1998 (ELRC, 2003:76) outlines the procedures to be followed in the recruitment of School Management Teams, including those of principals. The first step is advertising the vacant post. This step is self-explanatory and has to include the minimum requirements, procedures to be followed to apply, names and telephone numbers of contact persons, the preferred date of appointment and the closing dates for the receipt of applications. Advertisements are to be accessible to all who may be interested in applying, non-discriminatory and in keeping with the provisions of the Constitution of South Africa.

An added requirement is that advertisements must clearly state that the State is an equal opportunity affirmative action employer. All vacancies in public schools are to be advertised in a gazette, bulletin or circular, the existence of which is made public by means of an advertisement in the public media, both provincially and nationally. The gazette, bulletin or circular is to be circulated to all educational institutions in the province.

2.6.2 Sifting

The sifting of applications is done at the Circuit offices in order to check for technical errors and to check if candidates meet the requirements. The department handles the initial sifting processes to eliminate applications of those candidates who do not comply with the requirements for the post(s) as stated in the advertisement. They acknowledge receipt of all applications by:

- (i) Informing all applicants of their receipt,
- (ii) Clearly indicating if the application is complete or not, and
- (iii) Indicating whether the applicant meets the minimum requirements for the post and that such applications have been referred to the institutions concerned (Circular 5/1999) (Gauteng DoE).

When this process is finalised, then all qualifying CVs are submitted to the SGB appointed interview committee of the institutions involved. Trade union parties to the ELRC should be given a full report at the formal meeting, on:

- Names/numbers of educators who have met the minimum requirements for the post/s in terms of the advertisements,
- Names/numbers of educators who have not met the minimum requirements for the post/s in terms of the advertisements, and
- Other relevant information that is reasonably incidental thereto. (Section 3.2(d) of Resolution 2 of 2005).

2.6.3 Short-listing

The short-listing of candidates is done by the Interview Committee. The criteria for the shortlist are expected to be fair, non-discriminatory and in accordance with the country's constitution.

The school's curriculum needs must be taken into account in the shortlist. In addition, employers' obligations to service educators are often given priority. The recommended number of candidates for each promotion position should not exceed five (DoE, 2007: 10). Representatives of various teacher unions are invited as observers, as are departmental representatives. These are merely to ensure that the correct procedures are followed.

2.6.4 Observing Short-listing

All the qualifying applications from persons who applied for a particular post have to be made available to the observers of the unions. Observers must check that all persons on the shortlist are eligible to be appointed based on the minimum appointment criteria for the specific position described in the vacancy list. Below are the guidelines that the interview committee should base the short-listing on:

- SGBs should endeavour to promote representivity on their school staff by taking the guiding principles of the EEA into consideration.
- As mentioned above, the shortlisting of candidates for the interview should not exceed five for each position unless other priorities are applied during the rationalisation period.
- This provision applies if an educator has acted in the institutions that have historically been disadvantaged for more than two consecutive years.
- An educator must be included (additional to the five names mentioned above) in the interviews for the post. The educator should be currently acting in the post and must have applied for the post.
- Interviews should be conducted in accordance with agreed guidelines. The guidelines will be agreed upon by the parties to the provincial chamber.
- All interviewees must receive similar treatment during the interviews.
- At the end of the interview, the interview committee should rank the candidates in order of priority and provide a short motivation.
- The recommendations should then be submitted to the governing body through the district director.
- The governing body must submit their recommendation to the relevant district office in their order of preference (Circular 21/1999).

Although the above circular stipulates that the teacher unions need to verify whether the applicant meets the requirements, other scholars like Blackmore, Thomson and Barty (2006 :302) believe that the shortlisting process has inherent flaws that affect the chances of certain candidates.

He highlights four inconsistent areas namely;

- (i) Experience and potential,
- (ii) Preferred applicants,
- (iii) Panel competency, and
- (iv) Inconsistency of decisions.

Some of the deficiencies in Mhlongo (2017:44) include the knowledge of panel members, especially the parent component that may be limited in terms of curriculum issues. They may rely mainly on the representatives of the teachers' unions and the principals for guidance. Mhlongo further indicates that the candidate may be promoted based on their English proficiency rather than their responses in the interview (ibid).

2.6.5 Interviews

Interviews are the most common method used in the main selection processes of principals (Kwan, 2012; Palmer, 2014; Walker & Kwan, 2012). The department submits all applications and a ranking list that meets the minimum requirements and provisions of the advertisement to the governing body responsible for that particular public institution.

The top candidates, usually five, are invited to the interviews and teacher unions are invited to observe these processes. It is the duty of the SGB to ensure that all relevant persons or organisations are informed at least five working days prior to the date, time and venue of the short-listing, interviews and the drawing up of the preference list. The interview committee should be established by the governing body of an educational institution where there are advertised vacancies. The committee shall include:

- a) One departmental representative at the request of the SGB, as an observer and resource person.
- b) School principal, unless he/she is an applicant, the relevant District Education Coordinator (DEC) will become a member of the panel.

- c) A member of the school's governing body, excluding educator members who are applicants for the advertised position in the current vacancy list; and
- d) A teacher union representative from each union that is party to the ELRC Provincial Chamber. Teacher union representatives should be observers of the short-listing, interviewing and drawing up of a preference list (Section 3.3(b) Circular No. 5/1999).

2.6.6 Appointment

The final decision in the appointment process is the responsibility of the Directorate Human Resources Services, and the placement of the candidates is based on the Employment Equity Act and the Employment of Educators Act 1998, the South African Schools Act 1996, the Labour Relations Act of 1995, and in accordance with the SGB recommendations (ELRC, 2003: 77). The department must make a final decision, but must be satisfied with the agreed procedures. The decision must be in compliance with the EEA, SASA, and the LRA. After making the final decision, the Regional Office shall notify all unsuccessful candidates in writing within eight weeks of the appointment (circular 21/1999).

2.6.7 Grievances

Aggrieved applicants may file a complaint with the Employee Relations component at the Human Resource Support Service Centre. Grievances should be filed within seven days of the date of the interview and must be heard within 30 days of receipt of such appeal. Teacher union observers can also lodge complaints on behalf of their members. If the aggrieved party does not resolve any problem satisfactorily, a formal dispute may be filed with the Education Employee Relations Council within 30 days of receipt of such an appeal. The Department of Education may not appoint if there is a dispute until the dispute is resolved. The following are some areas that may lead to grievances (ELRC, 2003: 77):

- Failure to invite recognised teacher Unions;
- SGB delays notification to recognised teacher unions;
- SGB delays notification to applicants;
- The interview committee does not form a quorum;
- Exclude SGB educators who are not applicants for promotion;
- Non-South African citizens are shortlisted and interviewed;

- Applicants are shortlisted, however, do not meet the minimum requirements;
- The members of the interview committee have vested interests but refuse to recuse themselves;
- Discriminatory criteria for short-listing/interviewing candidates; and
- Violation of confidentiality regulations.

Contrary to the above-mentioned reasons for lodging disputes, Mhlongo (2017) states that the representatives of teacher unions at times participate in the interviews with a particular candidate in mind that they expect to be recommended for appointment to a promotional post. The result of this mentality is that union representatives can declare a dispute if that particular candidate is not recommended for appointment. This may motivate the representatives of the teacher unions to make every effort to manipulate the processes of appointments to their advantage.

2.7 TEACHER UNIONS' INVOLVEMENT DURING THE APPOINTMENT PROCESSES

Teacher unions are part of the appointment processes, and they are part of the interviewing panel. Their role is to observe whether the correct procedures are followed during appointments from the short listings, interviews and the drawing up of a preference list. The PAM document Section B.5 pages 91 – 92 clearly stipulates the role of teacher unions in the filling of educator posts as the following:

To receive a full report on:

- The names of the educators who meet the minimum requirements for the post being advertised.
- The names of the educators who did not meet the minimum requirements for the advertised post.
- Other relevant information that is reasonably attached.

These roles are also supported in the South African Schools Act, no 84 of 1996, which provides some of the factors to be considered when making appointments:

- a) the ability of the candidate;
- b) the principle of equity;
- c) the need to redress past injustices; and
- d) the need for representivity (DoE, 1996)

The above roles indicate the importance of having teacher unions as observers during appointments. They need to ensure that the right candidate is recommended and that there is no unfair discrimination against any candidate. However, researchers such Bascia and Osmond (2012:211); Patillo (2012:58) are of the view that the role of teacher unions has shifted from an observer role to active participation in the appointment and promotion of teachers. They further affirm that the role of teacher unions is harmful and does not add value to the education system.

This explains why the involvement of teacher unions in appointments is regarded as delinquent according to media and literature. This further explains why the role of teacher unions in the selection process has been criticised by many researchers (Diko & Letseka, 2009; Letseka, Bantwini & King-McKenzie, 2012; Mhlongo, 2017; Ramogotswa, 2016; Wills, 2014; Mahlangu & Pitsoe, 2011; Masenya, 2013; Zengele & Coetzer, 2014; Zengele 2017; 2013; 2009). It seems that teacher unions have become too dominant during the promotion processes, and so this affects their role as observers.

In her research, Patillo (2012: 58) expresses her dissatisfaction, indicating that the teacher unions have a strong influence on which teachers are chosen to hold school leadership positions. She also reveals that there is a hint that union representatives have hijacked the school's redeployment process. Patillo believes that teacher unions manipulate the appointment process and use their power as a tool to place their comrades in promotional posts when these positions are vacant.

Teacher unions must respect the role given to them and stipulated by the policy. Regardless of the amount of power given in the education policy, this role is designated as observer during the appointment and promotion process (Mazengwe, 2012:64). Fleisch (2010: 23) argues in his study on the role of teacher unions in the education system, that union leaders seem to place great emphasis on procedural fairness associated with teacher appointment or promotion processes. However, they have little concern about complying with the restrictions set on their roles during the appointment processes. These restrictions include their role as observers during the appointment process, and nothing more.

2.7.1 Criticism on the influence of teacher unions during the appointment processes in schools

I assembled a range of evidence from a variety of sources to support the claim that there are problems when it comes to the recruitment of principals in public schools. From this evidence, I outline the reasons why researchers are critical about teacher union involvement when it comes to the selection of principals to promotional posts. For instance, according to Ramogotswa (2016:39) on what she refers to as the theory of power struggle and politics, she believes that there is actually a power struggle. This is coupled with the use of politics among the different stakeholders involved in the promotion process. This then suggests that other stakeholders might have their own interests and use their power to manipulate the appointment processes. I am of the view that if these allegations are correct, then they might clash with the employment legislation of teachers.

The legislation clearly stipulates that teacher unions have a right to participate when selections are made in schools. As mentioned in Chapter 1, their role is to ensure that free and fair procedures are followed during the entire process. However, other scholars view appointment processes as unfair. If that is the case, it is more likely that the outcomes are also unfair. These actions by teacher unions are seen by Bascia (1990:302) as unprofessional, irrelevant, or harmful to good practice. I am of the view that if fair procedures are not followed during the appointment processes, this might discourage many teachers from applying for principalship positions.

Literature and media reports have negatively criticised the involvement of teacher unions and their challenges in the appointment and promotional posts in the education sector in South Africa. This has been observed from diverse theoretical perspectives by various researchers such as Zengele (2013) when he moved from a transitional leadership theory. The theory is that the appointment of promotion involves a reward exchange of positive and supportive behaviour. There are other allegations that emerged upon reviewing literature that suggest that teacher unions have a significant influence in the processes of appointments and promotions. According to Bascia and Osmond (2012:211) in many places, the government, the news media and the public portray teachers' unions as simplistic, illegitimate and selfish in their priorities. One of the reasons why researchers (Mhlongo, 2017; Mazengwe, 2012; Diko & Letseka, 2009; Patillo, 2012; Zengele, 2009) criticise teacher unions is because of the negative influence they have

when it comes to promotional posts when appointments are made, particularly in public schools. This is seen by researchers as an old problem in education. In fact, that is one of the reasons why researchers are critical of the role of teachers' unions (Ramokgotswa, 2016:28).

While teachers' unions have a legitimate right to participate as observers in the recruitment process, the practice has shown that the observer status of teachers' unions has exceeded its limits (Mthiyane, Bhengu & Bayeni, 2014:300). Teacher unions' role during appointments is to ensure that proper procedures are followed during the selection processes. This means that teachers' unions are not doing what they are supposed to do, which is to observe the promotion process. The role of teachers' unions during appointments is to ensure that due processes are followed in the selection process. Their role is not to influence the selection procedures or of recommending candidates during interviews. According to Zengele and Coetzer (2014), teachers' unions tend to ignore their observer role and become active participants in the selection process. They further claim that this has led to the unjust promotion of key union members, despite the adoption by the legislation of guidelines on appointments. The authors argue that uncontrolled participation of teacher unions in the selection and promotion of teachers may lead to violations of the rights of educators and poor performance during the execution of their duties.

The perceived negative influence by teacher unions into selection processes might make it challenging to recruit teachers into promotional posts. It might also hinder the smooth implementation of policies that can benefit the education system in future. In addition to that, Heystek (2015) avers that the overt control of unions may limit principal effectiveness at the school level. It was mentioned in Chapter 1 that the role of a principal is very critical; therefore, the methods used to select these candidates should be a salient issue. In recent years, various reports have highlighted the unreasonable influence of teachers' unions in the selection processes, particularly in public schools (Zengele & Coetzer, 2014). For example, in the City Press newspaper published on the 27th of April 2014, it is reported that there are allegations against the teacher union SADTU leadership concerning job-promotion racketeering. It is said that the SADTU leadership manipulates the education systems of the provinces to control teacher appointments, retirement plans and transfers in exchange for bribes (Masondo & Harper, 2014:4).

In some schools, those who believe that they have the power and authority to appoint and promote teachers are considered to abuse power by pursuing their own agenda. The teacher unions are accused of such allegations. Therefore, I intended to determine whether these claims are true through a series of interviews with stakeholders involved in the appointment processes. There are also allegations of bribery and cronyism when pursuing promotional posts (DBE, 2016). It seems that the issue of cronyism and bribery has gone out of control and affected other departments in the education sector. Just recently, six Gauteng education department officials were suspended for allegedly using a cash exchange scandal. The teacher and the principal were accused of assisting in the permanent appointments of two general assistants in exchange for money (Thapelo Lekabe, Eye Witness News, October 2018). Other issues include the lack of the necessary capacity for school government agencies (SGBs) to interview and select the right candidates (City Press, 2014; NPC, 2012: 309; Taylor, 2014; ELRC, 2014).

Urgent steps are needed to improve the oversight of appointment procedures and ensure that the best candidates are selected in the education sector (Wills, 2016: 8). It is also believed that when promotional posts are advertised in Government Gazettes, there is behind the scenes campaigning by SADTU (Diko & Letseka, 2009). These activities are designed to promote the appointment of their comrades to senior positions. In addition, their research shows that there are highly qualified teachers in the selection process who are sidelined. This, according to Zengele (2013) has led to the emergence of a new type of education manager whose promotion criteria do not have appropriate qualifications and leadership preparation, but instead political connections and affiliations with specific teacher unions.

Diko and Letseka (2009:232), in their study, reveal that the school principals, deputy principals, teachers, and members of the SGB highlighted the concern that the teacher recruitment and promotion processes were open to abuse. Powerful and influential role players such as teacher unions and education officials cause the abuse. It was reported that if a principal wants a particular candidate in his/her staff complement, the requirements for the post will be tailor-made to suit that preferred candidate. This would be followed by behind the scenes lobbying for the preferred candidate in the build-up to the interview. It was also noted, in their study, that while interviewing questions for appointment in posts are issued by the Education District Office, and there is a veil of confidentiality that surrounds them; they are often leaked to the preferred candidates. Incidents, where preferred candidates recited answers to interview questions verbatim as they appeared in the memorandum, were common.

According to legislation, teacher appointments and transfers should be recommended by SGB, while teacher unions remain as observers (Circular 5/1999). Zengele (2009) asserts that educators who actively participate in union work outside the classroom seem to receive more recognition and support from the union when promotions are made. He also believes that there are scores of SADTU officials who were promoted to management positions, including principals, who are likely to be viewed with suspicion by post level 1 or classroom-based educators. Many of these officials have only a diploma in education, and qualified teachers with Honours, Master's degrees, and even Doctoral degrees in education management remain in the classroom. Various research studies demonstrate that selection processes are sometimes manipulated. Teacher unions themselves either cause the manipulation by not sticking to their observer role or the SGBs by not recommending the right candidates. Manipulation of the recruitment processes by both the school governing bodies and teacher unions has had detrimental results for schools (Mahlangu & Pitsoe 2011; Pattillo, 2012; Zengele, 2013). These results include, for example, the fact that the schools have to be temporarily closed due to the infighting over management positions.

In certain instances, some people even lost their lives (Harper, 2014). In some schools, these dubious processes of appointing school leaders result in defiance or resistance to the new leadership that was not preferred by individual sections of the school community (Mthiyane, Bhengu & Bayeni, 2014:299). The incompetence between SGB members and the intervention of teacher unions has affected the efficiency of the recruitment process (Mncube & Harber, 2010).

The difference between these studies is that a lot of focus was put into the negative influence brought by teacher unions in the appointment processes in public schools, whereas in my study I explore not only the appointment or promotion of teachers as a whole but the selection of principals in particular. Another shortcoming that I have observed from the scholarly literature above is that no aspects have been discovered to ensure that fair procedures are followed by teacher unions during appointments, to reduce the number of grievances lodged after the interview processes. I, therefore, believe that I will be able to uncover something that may have been missed in other studies. This also helped me understand the role of teacher unions and that of other stakeholders during the appointment processes. Through a series of interviews, I was able to understand what really transpires during these processes.

2.8 SUMMARY OF THE CONCEPTUAL FRAMEWORK

In chapter one, various policies were briefly discussed that outlined the role that teacher unions should play during the processes of promotions and appointments. This chapter looked at the available international and local literature published about teacher unions. I started by giving a brief history of teacher unionism in order to understand where we come from and how things were done in the past. A review of the two biggest teacher unions in the world was given, namely the NEA and AFT. In South Africa, the focus was on the two biggest teacher unions, SADTU and NAPTOSA.

I also looked at the selection processes of principals in different countries. This was to compare how other countries ensure that the right candidates are selected to principalship positions. In other countries such as Singapore, Australia and the United States, education is the key to employing school leaders. While in other countries such as Mexico and South Africa, the issue of bribery and selling of posts still exists. One thing that is common is that the selection of principals is not effective in terms of selecting the right candidate for the job during interviews. One of the problem areas is the panels responsible for selecting candidates. Despite the training of selection panels on aspects such as merit and equity, prejudice and bias among panel members persist Blackmore et al. (2006:306); Zengele (2013) assert that the South African education system faces the risk of collapse because of these undue processes in the selection and promotion of teachers to school management positions.

I also discussed the role played by teacher unions in the appointments, criticism on the influence they have during the appointment processes in schools and the actual process of appointing principals to promotional positions. Although the criteria for promoting teachers to principals' position has been outlined in this chapter, to conclude this chapter, the literature reveals that there are lots of flaws when it comes to teacher unions' involvement in promotional posts. There is evidence of corruption, intimidation, abuses of power, and many other actions portrayed by teacher unions (see Bascia & Osmond, 2012; Letseka, Bantwini, & King-McKenzie, 2012; Msila, 2013; Patillo, 2012; Mahlangu, 2011; Fleisch, 2010; Heystek & Lethoko, 2001). In the next chapter, I describe the design and methods through which I explored this topic.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this study was to explore the involvement of teacher unions in the selection process of principals in public secondary schools in Johannesburg Central Region.

The study objectives were to: investigate how teacher unions understand their involvement in the appointments of principals in public secondary schools, and understand teacher unions' experiences in their involvement in the appointments of principals in public secondary schools. It was also to discover the views and opinions of other stakeholders involved in the appointment processes regarding teacher unions and to investigate how teacher unions should be involved in the selection process of principals in the public secondary schools.

This chapter outlines the design and methodology of research that allowed me to achieve the objectives of this study. Research methods used to gather information, the selection of participants, instruments used to gather information and how data were analysed to validate the research findings, measures of trustworthiness and ethical considerations as well as limitations of the study are presented in the next sub-topics.

3.2 RESEARCH PARADIGM

All scholarly research, which is explicitly expressed or not, has been obtained through a research paradigm, which in turn informs the methodology and methods (Mertens, 2015). The research paradigm is a philosophy, a worldview, i.e. a set of metaphysical beliefs, assumptions, concepts and values that are informed of the reality of the researcher, which is knowledge and guidance in the research priorities, choices and measures (Chilisa, 2012; Creswell, 2013; Mertens, 2015). At present, the research paradigm worldview is most commonly defined by the philosophical assumptions of ontology (nature of reality), epistemology (knowledge and its nature), axiology (values) and methodology (purpose and process of research) (Chilisa, 2012; Guba & Lincoln, 2005; Mertens, 2015). According to Mertens (2015), qualitative research is carried out in many different paradigms. The most common are postpositivist, constructivist (also known as interpretivist), transformative, and pragmatic paradigm. In search of the answers for this research, I followed the interpretive paradigm and used the experiences of the

stakeholders involved in the selection processes of principals, to build and interpret the data collected (Thanh & Thanh, 2015). The interpretive paradigm is one of the subjectivism, based on real-world phenomena (Scotland, 2012:11). Its purpose is to understand the phenomena from an individual perspective, to investigate the interaction between individuals and the historical and cultural background in which people live (Creswell, 2009:8).

Interpretative paradigms provide insight and understanding of behaviour, explain actions from a participant's perspective and do not dominate participants. For example, open-ended interviews, focus groups, open-ended questionnaires, open-ended observations, think-aloud protocol and role-playing. These methods usually generate qualitative data (Scotland, 2012:12). The interpretive methodology provided a context that allowed me to explore what my study participants are saying about their experiences. It was chosen specifically because it supported me to investigate the participants ' multiple perspectives, and this led to a deeper understanding of the situation (Morehouse, 2011).

3.3 RESEARCH APPROACH

This study used a qualitative approach. All qualitative studies, according to Marguerite, Dean and Katherine (2010:143), share the following key features:

- The studies are conducted in naturalistic settings.
- Researchers ask for extensive research questions aimed at investigating, interpreting or understanding the social context.
- Participants are usually chosen by non-random methods, based on whether individuals have essential information about the questions asked.
- Data collection techniques include methods such as observation and interviews, which bring a close contact to the participants of the researcher.
- The researcher is likely to have an interactive role, through which he learns the participants and the social context in which they live.
- Hypotheses are formed after the researcher starts gathering data and modified throughout the study as new data are collected and analysed.
- The study presents data in the narrative (using words rather than numbers) form.

These characteristics were relevant for this study to get a good understanding of the involvement of teacher unions in the selection processes of principals. The process covered the emerging issues and procedures, data were typically collected in the participant's setting, and I made interpretations of the meaning of the data (Creswell, 2014).

Qualitative research is a type of research that refers to an in-depth study using face-to-face or observation techniques to gather data from people in their natural settings (McMillan & Schumacher, 2014:5). I was able to sample two public schools wherein I interacted with participants from different stakeholders who formed part of the selection processes. Qualitative researchers observe, interview, record, describe, interpret and evaluate the settings as they are (Eisner, 2017). The data were collected in the form of audio-recorded interviews. Open-ended interviews were asked to provide data based on the participants' perspectives and their actual words (Johnson & Christensen, 2012:18). I followed the main steps in qualitative research, as suggested by Bryman and Bell (2011:390). These steps include general research questions, selection of relevant site and subject, collection of relevant data, interpretation of data, conceptual/theoretical framework, writing findings and conclusions.

3.4 RESEARCH METHODOLOGY

For this study, my intention was to understand the actual role played by teacher unions in the appointment processes of principals using a phenomenological study. The phenomenological study investigates what was experienced and how it was experienced. It looks at the meanings that interviewees assign to their experiences (McMillan & Schumacher, 2014). I preferred a phenomenological study because its distinguished advantage allowed me to identify the "essence" of human experiences in relation to the phenomenon, as described by the participants in the study.

There is a number of choices to choose from when undertaking a qualitative study. These choices according to McMillan & Schumacher (2014 :368) include ethnographic, case study, phenomenological, grounded theory and critical study. I followed a recommendation by Creswell (2007:11) that beginner researchers should choose only one approach. I therefore focused on phenomenological approach. Though one of the disadvantages of using this approach according to (Armstrong, 2010) is that data gathering can take up a great deal of time and resources, the advantage of the phenomenological approach is that it helps to understand

people's meanings of a phenomena. In addition, this approach enabled me to gather data which was seen as natural rather than artificial.

The researcher in this study identified participants' experiences about the involvement of teacher unions in the principal's selection processes in Johannesburg Central. This was done by encouraging them to reflect on what they know as stakeholders in the appointment processes regarding the role played by teacher unions. They were also encouraged to reflect on the challenges encountered during the interviews and how those challenges were addressed. In doing so, the study aimed to discover how teacher unions and other stakeholders understand their involvement in the selection processes of principals in public secondary schools. The aim was also to answer the research questions for this study. The phenomenologists, according to Marguerite, Dean and Katherine (2010:149), are primarily based on thorough interviews, and their role is to give a voice to participants. This is the most unbiased way to understand what these experiences mean. To encourage the emergence of these perspectives, I gave a voice in interviews to all the participants, and I had the opportunity to get a wide range of perspectives from them, as the research process looked at their experiences.

3.5 SAMPLING SELECTION

3.5.1 Site selection

Before the data are collected, the researcher must have access to the site selected for the study (Marguerite, Dean & Katherine, 2010:113). It also includes obtaining permission to conduct interviews or observations, and it also means that the relationship with persons must be developed and be based on trust and mutual respect.

This study was conducted in two public secondary schools in Gauteng Province, Johannesburg Central Region. Johannesburg Central has about 58 secondary schools (www.gauteng.gov.za). It was not possible to work with all these schools. Two public secondary schools were chosen from this district. The sampling of schools and choice of sites was influenced by factors such as recent interviews. This means it had to be schools that would have conducted interviews within the last five years. Some of the factors for choosing sites were based on my personal knowledge of who had knowledge of the selection processes for promotional posts. Being a student in the same district and now a school teacher in the district assisted me in terms of having knowledge about the school settings. The researcher in this study is also a union member and therefore had

knowledge of the schools where there are members of the union who have in-depth knowledge of the selection processes, by their virtue of being union leaders.

The decision to choose schools in Johannesburg Central was informed by recent allegations on the news and media about corruption involving teacher unions during appointment processes. Pseudonyms were used for anonymity for the two secondary schools chosen for this study. These two sites provided a good plan for understanding what contributes to problems and successful appointment processes. The sites were appropriate in relation to my resources of time and mobility. I began the interview processes with the participants during the month of October. This was a convenient time to engage with them, as the schools had just opened after the school holidays.

According to Cohen, Manion and Morrison (2007:556), the first stage of conducting research is to get official permission to carry out research in the selected schools. Permission had to be requested in writing, contacting the participants and obtaining their consent. Firstly, I approached different schools from different areas of Johannesburg Central District to request permission to conduct the research. Both schools gave me permission without difficulty. The participants were then contacted after the ethical certificate was issued by the University of South Africa. After determining that all participants were willing to participate in the study, consent forms were sent to them.

I visited all participants in person and conducted interviews after school hours. I explained to all participants the purpose of the study, the ethical issues related to the study and the data collection processes. A letter from the University of South Africa was given to all participants explaining in detail the entire process of conducting the research. This letter clearly stated that the information gathered by the participants would be the property of the University of South Africa.

3.5.2 Participant selection

Participants in this study were selected using a purposive sample. The reason for this is that I wanted participants who were well-informed about the information needed for the study. Purposive sampling targets participants who have the potential of providing in-depth data due to their knowledge and experience of the phenomenon (Maree, 2011). Therefore, sampling was

based on a small group of eight participants. The objectives of the sampling were participants who had the potential to provide comprehensive data on the involvement of teacher unions in the selection processes of principals, their knowledge and experiences (Maree, 2011). In this study, I saw that it was appropriate to interview participants who formed part of the interview committee, and who had recently dealt with the interview processes.

The insights from this inquiry depended more on the information richness of the selected participants and my analytical abilities than on the sample size (McMillan & Schumacher, 2014:352). For this study, a sample of eight participants was chosen from two schools in Johannesburg Central D-14. The participants comprised of four union representatives (two per school), two principals (one per school), and two chairpersons of the SGB (one per school). These participants are all endorsed by the ELRC (2003:77) as stakeholders involved in the appointment processes. The principals and SGB chairpersons were chosen due to the virtue of their positions and that they had been part of the interview processes as panellists.

The representatives of the Union were selected for the following reasons:

- They were very knowledgeable about teacher unions due to their experience and positions in the unions.
- They were able to elucidate from their experiences, how they view or understand the involvement of teacher unions in the processes of appointments.
- They were willing to participate and share the information on the appointment processes.

3.6 DATA COLLECTION SOURCES

There is no such thing as a worthless conversation, provided you know what to listen for. And questions are the breath of life for a conversation. --James Nathan Miller, 1965.

To uncover the story of the experiences of the participants, I used one source for data collection. This approach, called interviews, is mainly used to gather data in studies (Doody & Noonan, 2013). An interview is a “conversation with a purpose” (Hambliss & Schutt, 2003:177) which is carried out with a person or group of persons.

3.6.1 Interviews

Interviews, according to Palic`, Vignali, Hallier, Stanton and Radder (2016:7) are a way of collecting data or information from people by interacting with them through face-to-face interviews where open-ended questions are posed. Participants can respond in any way they choose. Below are some of the advantages and disadvantages of conducting interviews as outlined in Marguerite, Dean and Katherine (2010).

Table 1.1 Advantages and disadvantages of interviews

| Advantages | Disadvantages |
|--|--|
| It can focus on a small group of significant interests | They usually include small samples |
| Flexibility to modify or individualise questions and probe responses | Time-consuming to administer |
| Extensive data provide detailed information on a small number of persons | Summarising and analysing data is time-consuming and complex |

I used a combination of unstructured and semi-structured interviews. Unstructured interviews often start with broad, open questions related to the field of study (McMillan & Schumacher, 2014:6). This is done with subsequent questions that depend on the responses of the participants (Holloway & Wheeler, 2010). This method enabled the participants' thoughts and interests to be explored in-depth, which in turn created rich data (Holloway & Wheeler, 2010). On the other hand, I required some structure to remain on the subject, and semi-structured questions were asked. Semi-structured questions are specific questions that enable individual, open-ended responses (McMillan & Schumacher, 2014:6).

The questions were asked through listening, prompting when appropriate and encouraging participants to reflect, expand and elaborate on the remembrances of their experiences (McMillan & Schumacher, 2014:6). Open-ended questions were asked to allow the participants to respond in whatever way they chose. Participants were given complete freedom to answer questions in a more comfortable way. The open-ended questions provided the participants with an opportunity to express themselves freely, and follow-up questions were asked. The advantage of using semi-structured interviews was that interviews were carefully planned before they were carried out.

During the interviews, I could change the order of questions, some questions were omitted, and the phrasing of the questions changed depending on what was happening in the interview (Marguerite, Dean & Katherine, 2010). I also added other questions during the interviews to probe unexpected issues that emerged. Two sessions of unstructured and semi-structured interviews were conducted on different dates, and that gave me a total of 16 interviews. The first session was detailed interviews that ranged between 45 minutes to 60 minutes per participant. The principals (as panellists) and teacher union representatives were probed on their understanding of their roles during the selection processes when appointments are made. They were also probed on their experiences during these processes. The SGB members were asked about the criteria used when recommending teachers to the appointment of principals and on their knowledge of the legislation.

The participants were further probed on their views and opinions on how teacher unions should be involved in the selection processes of principals in public schools. The second session ranged between 15 – 20 minutes for each participant. It was a debrief interview; it was conducted towards the end of the data collection period to clarify the questions that arose from the first session of the interviews. This was done to determine if participants would give the same responses later. In order to ensure consistency through time, the same questions were asked in each interview session. The purpose of the study was to clarify the research phenomenon, and informed consent was obtained at the beginning of each interview session.

The interviews were conducted with all the participants whom I believe were best suited to provide me with relevant information to answer the research questions. The sequence and the wording of the questions were chosen with caution because this topic is politically sensitive. First, before I started the interviews, I introduced myself to the participants and explained the purpose of my research.

Participants were assured of confidentiality and were made aware that they could withdraw at any time in case they felt uncomfortable. I had to assure them of confidentiality, anonymity and gained their trust by again explaining the purpose of the research. An interview guide was used to conduct the interviews. In order to understand the selection criteria followed during the appointment processes, I read the collective agreement No.2 of 2005, section 3.2.1(d) which provides guidelines as to who should observe the selection processes during appointments. I also read legislations such as the EEA, which discusses how teacher unions should be involved in the appointment processes. It also stipulates the role of the SGB during these processes. The

insights I gained from the provisions of the aforementioned legislation and the literature review, informed me in formulating the questions asked during the interviews.

Below are some of the questions I asked the participants:

1. How would you describe the role played by the teacher unions during the selection processes?
2. What are the challenges that you have experienced during the recommendation of teachers to principalship positions? Please can you describe how you addressed those challenges?
3. What are your recommendations regarding the involvement of teacher unions in the selection processes of principals?

One of the shortcomings I experienced while conducting the interviews was that even when confidentiality was promised, some of the participants were unwilling to disclose sensitive information (Marguerite, Dean & Katherine, 2010:122). However, I was able to ease their reluctance by reminding them that the information would be confidential and that it would remain anonymous. Once they were assured of that, they were free to participate. The interviews were audio-recorded; the duration of each interview was enough for me to collect rich data. Digital recording was used to ensure completeness of all verbal interactions and the provision of reliability checks. Participants were probed in order to increase the comprehensiveness of the interviews. The notes were taken to help me reformulate questions and probes that helped me facilitate the analysis of data. The venue for the interviews were the two chosen secondary schools.

3.7 DATA ANALYSIS

Graue (2015:8) describes a qualitative analysis of data as a process of descriptions, classifications and interconnectedness of phenomena with researchers' concepts. The contents of this study were analysed using an inductive data analysis throughout the research process, during and after data were collected. McMillan and Schumacher (2014) describes the inductive analysis of data as a process through which qualitative researchers synthesise and form meaning from data. It starts with specific data and ends with categories and patterns. To make sense of the data collected, I followed six steps as proposed by Marguerite, Dean and Katherine (2010:180). These scholars believe that these steps may differ depending on questions about research and type of approach; however, they are common.

Step 1: Preparing and organising the data

The first step in data analysis is to ensure that the data appears in a form that can be easily analysed (Marguerite, Dean & Katherine, 2010). Since the interviews were audio-recorded, the preparation of data involved the transfer of information from the interviews recorded into written form.

Most qualitative researchers, according to Marguerite, Dean and Katherine (2010:122), prefer to separate the process of preparation and analysis of data by transcribing interviews verbatim. I also separated these two processes. However, the verbal transcription process was time-consuming.

One hour of interviews took me six to eight hours to transcribe. During this process, I ensured that I recorded the exact words of the participants, including some aspects such as laughter and pauses. These aspects were noted inside the brackets; for example, this is how I indicated [laughter]. However, before the process of data analysis and coding began, I gave all participants the transcripts to be signed. I then made notes while listening to the recordings from the interviews. I ensured that I used the participants' own words as much as possible. I made sense of the participants' responses and their understanding of the selection process of principals and legislation.

Step 2: Reviewing and exploring the data

The process of reviewing data for this study began before I started the formal analysis. In qualitative studies, there is usually a large amount of data to be analysed, summarised and interpreted. The transcripts of the interviews were critically examined and synthesised (McMillan & Schumacher, 2014:395). Various data sources, transcripts and field notes that I had made during data collection were also reviewed. I did this to understand the scope of data before it was divided into more manageable chunks organised through codes.

I also engaged in multiple readings of data to gain a sense of flow and structure of the data. Data from the interviews were reviewed specifically to analyse and compare what the participants had in common and to check dissimilarities between them. After reviewing and exploring the data, it was then organised according to the research questions. In order to obtain a

comprehensive data analysis, data were then coded, as explained in the next section. Data coding is a vital step in all qualitative data analysis, as it helps the researcher to give meaning to the data collected from the field (Graue, 2015).

Step 3: Coding data into categories

Every researcher who wants to become skilled in qualitative analysis has to learn to code well and easily. The excellence of the research rests, in large part, on the excellence of coding (Strauss, 1987:27).

Most qualitative researchers will code their data during and after collection as an analytical tactic, for coding is an analysis (Miles & Huberman, 1994:56). The code in qualitative research is usually a word or a short phrase that symbolically assigns a summative, salient, essence capturing or evocative attribute for a part of linguistic or visual data. Charmaz (2001) describes the coding as a critical link between data collection and their explanation of meanings. Coding is the process of identifying different segments of data describing related phenomena and marking these parts with a broad category name; it is an inductive process of data analysis (Marguerite, Dean & Katherine, 2010:183).

The coding for this study was done manually. This was after I was satisfied with the main ideas and behaviours that seem essential. This involved examining many small pieces of information and conceptualising a connection between them.

I started by selecting an interview and a set of field notes to review, after reviewing the data I then thought about the ideas and behaviours that seem important. I then highlighted the part of the data that relates to this idea, and I created a code. I wrote it in the margins. I then created more codes for the entire interview. Then, a list of all the codes that were created for the data set was then created. Here is an example of how I coded the data:

| Code category | Code name |
|----------------------|--|
| Setting or context | School, after school |
| Activities or action | Interviews, appointments, filling of promotional posts |
| Experiences | Disputes, legislation, perceived roles etc. |

4. Constructing thick descriptions of people, places, and activities

The aim of writing thick descriptions of people, places and events in the study was to provide rich, profound descriptions of experiences, perspectives and physical settings presented in the data (Marguerite, Dean & Katherine, 2010:184). This involved expanding field notes and combining notes and interviews with the same codes into a more comprehensive description of people, places and situations. This was written during the data analysis process. The descriptions also captured details about the setting and actions of the characters, both of which were critical to the portrayals of participants' experiences. For example, both principals had vast experience in the selection processes. They both presented knowledge of their roles in fulfilling promotional posts by reference to collective Agreement No. 2 of 2005, which clearly describes the procedures for filling promotional posts.

5. The building of themes and testing hypotheses

Themes are usually great ideas that combine several codes in a way that allows the researcher to examine the qualitative sub-questions guiding the research (Marguerite, Dean & Katherine, 2010). Coding enabled me to organise and group similar coded data into categories or families because they shared some characteristics (Saldana, 2013:9). Therefore, the next step that I followed was to interpret the data by developing themes and categories. The themes gave me ideas on how to explain what I learnt from the study. I had to re-examine sub-questions and data using the themes to see if this resulted in a deeper understanding of the data.

The goal of creating themes, like codes, is that they are described in few words or phrases but they identify the main concepts or issues that the researcher uses to interpret and explain the data (Marguerite, Dean & Katherine, 2010). The aim was to reduce the number of codes and identify themes that accurately describe the data. With the information from the interviews, I was able to analyse and interpret the information collected. The principals, representatives of teacher unions and the SGB member's responses to interview questions were then analysed.

Drawing from my research questions and conceptual framework, I first made a list of the main themes, for example, themes about knowledge of the selection processes, the types of disputes that they have experienced, the perceived role of teacher unions in appointments and knowledge on the actual involvement of teacher unions were identified. A comprehensive organisational

framework for findings presents these themes. The themes developed during the analysis were explored at a greater depth and put into broader categories. Similar codes were put together to form these categories, which were then marked to capture the essence of the codes.

Categories represent the main ideas used to describe the meaning of similar coded data (McMillan & Schumacher, 2014:404). The data were categorised in terms of the following:

- Knowledge of legislation by participants;
- Understanding the role of principals and teacher unions in the selection processes;
- Factors considered by SGB when recommending candidates to principalship positions;
and
- Challenges experienced by the panel during interviews.

6. Reporting and interpreting data

The final step in analysing the data was to write a research report, including my interpretations of the data collected. The report included broad illustrations of quotes from participants. I used participants' own words; the aim was to build the confidence of the reader that they accurately represent the reality of the person and the situation studied. I ensured that copies of data were saved and stored in the cloud storage to avoid data loss.

3.8 MEASURES OF TRUSTWORTHINESS

According to Morse (2015:89), the criteria for determining the trustworthiness of qualitative research were introduced by Guba and Lincoln in the 1980s when they replaced terminology to achieve rigour, reliability, validity and generalisability with dependability, credibility and transferability. According to Lincoln and Guba (1985), credibility determines whether the research findings represent credible information drawn from the participant's original data. Moreover, the information is the correct interpretation of the original viewpoints of the participant. It refers to whether the perceptions of participants in terms of the setup or event coincide with the portrayal of the researcher in the research report (Marguerite, Dean & Katherine, 2010:190)

In other words, the researcher must accurately represent the thoughts and feelings of the participants. I did this by engaging in repetitive, prolonged and substantial engagement in the field. The amount of time devoted to data collection totalled 45 to 60 minutes with each participant. I established and nurtured strong relations with the participants. This was done through significant interactions, and it has helped to increase credibility. All qualitative researchers collect more sources of data to ensure they have a deeper understanding of the phenomena being studied (Marguerite, Dean & Katherine, 2010).

Multiple interviews were conducted with participants by probing on their experiences in-depth. The participants looked honest in describing their feelings and experiences, and their stories were authentic. Establishing credibility occurred with participants periodically throughout all the interviews. Participants were probed to obtain more complete and accurate data about their experiences on teacher unions in the appointment processes.

The transcribed interviews and summaries made on conclusions were sent back to the participants for evaluation. The participants were asked to verify whether the information had been well captured. In essence, participants were asked to verify that the information was well-recorded. After the verification, the transcripts for data validation were signed.

This was to check with the participants if they were not misrepresented and to make changes if necessary. That is what is called member checking. This process was done by checking informally with participants for accuracy during data collection (McMillan & Schumacher, 2014). The purpose of conducting member checks was to eliminate the bias of the research when analysing and interpreting the results (Anney, 2014:277). Trustworthiness was obtained through this process before the analysis and interpretation of data were done. It was very critical to capture the true meaning of the participants' experiences. I was not biased and I presented a balanced representation of all possible perspectives.

The other aspect that I used to ensure the trustworthiness of this study was confirmability. Confirmability, according to Tobin and Begley (2004:392) stipulates that the data and interpretations of the findings are not the figments of the inquirer's imagination, but obtained from the data collected. The confirmability in this study was established using the reflexive journal described by Wallendorf and Belk (1989) as reflexive documents kept by the researcher in order to reflect on, for conditional interpretation and planning the collection of data.

A reflexive journal was kept, and included all events that occurred in the field and personal reflections in relation to the study that arose during the investigation. The issue of trustworthiness in this study was also ensured by using Transferability. Transferability refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory, practice, and future research (Lincoln and Guba 1985). I ensured provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made. This concern relates to the extent suggested by (Shenton, 2004) which the results of particular research program can be extrapolated, with confidence, to a wider population. In order to address the dependability issues, I used in-depth methodological description to allow study to be repeated in the future. Dependability is used in determining whether the findings of an inquiry would be consistently repeated if the inquiry were replicated with similar respondents in the same context (Guba 1981:80).

To summarise this section, I would say that data analysis for this study was conducted to enable manageability and to allow for continual focusing of the inquiry. This study followed recommendations proposed by Merriam and Tisdell (2016) in terms of internal validity. These researchers believe that qualitative research that includes the following four characteristics indicate strength and findings that are very close to reality:

- data collection was carried out over long periods of time to facilitate continuous analysis and refining of constructs,
- data collection was framed from the point of view of the informants,
- observations and other data were collected in the natural setting of the participants; and
- when analysing data, I applied my own reflection, introspection for self-monitoring and continued re-evaluation.

3.9 ETHICAL CONSIDERATIONS

3.9.1 Ethical clearance

I completed all the necessary compliance documents. The ethical clearance from the Ethics Committee of the University of South Africa was obtained before I started working on the field. I also had to apply to the Gauteng Department of Education to get access to the two sites where I conducted the research. I also ensured that the names of selected schools and all participants in

the study remained confidential. Permission had to be sought in writing, contacting the participants and obtaining their consent. Participants had to sign a letter of consent to authorise their participation in the research. This goes with the expectation that this information will not be disclosed to unauthorised parties without their consent (Jones, Torres & Arminio, 2013: 176).

In addition, the settings and participants are not recognisable in print. The names of people and places are written in codes; this was to ensure that the identity of the participants is protected from other people. The purpose of the study was described at the beginning of each session; the intended use of data for the study was discussed with the participants. All this was done using informed consent. It was also critical that I assured the participants of confidentiality and anonymity. Especially since this study includes issues of politics, (some teacher unions are politically affiliated to political parties), and therefore these issues are very sensitive.

3.10 SUMMARY

In this chapter, I gave a description of the research paradigm and methodology used. The research methodology used enabled me to collect data and to answer the research questions posed for this study. The chapter also explained how participants were selected to give their perceptions of the involvement of teacher unions in the selection processes of principals. It also elucidated on the data collection methods and how data were analysed. Lastly, it explained the issues of trustworthiness and ethical considerations. The next chapter presents the analysis and interpretation of data gathered during the interviews.

CHAPTER 4

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 INTRODUCTION

This study intended to answer the research questions through the investigation of the role of teacher unions in the selection processes of principals in Johannesburg Central Region. In the previous chapter, I presented and discussed the research design and methodology that enabled me to attain the purpose of this study. The objective of this study was to investigate how teacher unions are involved in the selection process of principals in public secondary schools. It was also to understand teacher unions' experiences in their involvement in the appointments of principals in public secondary schools. The study sought to discover the views and opinions of other stakeholders involved in the appointment processes regarding teacher unions. Lastly, the study endeavoured to investigate how teacher unions should be involved in the selection process of principals in public secondary schools.

This chapter presents the findings from the collected data of the stakeholders involved in the selection processes of principals at the school level. First, the research process is discussed. This is followed by steps I followed to analyse data. The table showing biographical data of the participants is presented. Findings are then presented based on the data presented by participants through the themes that emerged during the analysis of the interviews. Lastly, I present a summary of this chapter.

4.2 RESEARCH PROCESS

The data were collected twice; all the interviews were conducted in the participants' natural settings. This was to ensure that the collected data were very close to reality (Merriam & Tisdell, 2016). The interview with the principal of School A was conducted in her office after school hours. The second interview with the principal of School B did not go according to plan because he was always busy at school whenever I went there to collect data. The principal then suggested that I collect data at his home over the weekend, and everything went well. The one SGB representative was interviewed at his workplace during the week at his convenient time; I went there after school hours. The other SGB representative preferred to be interviewed in my car because that was the only quiet place where she felt it would be comfortable for her to talk

without any disturbances. The teacher union representatives were all interviewed at their offices at school after school hours.

4.3 BIOGRAPHICAL DATA

| School | Participant | Designation | Experience |
|--------|--------------------------------|-----------------------------------|--------------------------|
| A | Principal X | Principal | 4 years (as a panellist) |
| A | SGB Chairperson A | Chairperson | 5 years (second term) |
| A | Teacher Union Representative A | Branch Executive Committee leader | 18 years (as unionist) |
| A | Teacher Union Representative B | Branch Executive Committee leader | 26 years (as unionist) |
| B | Principal Y | Principal | 3 years (as a panellist) |
| B | SGB Chairperson B | Chairperson | 6 years (second term) |
| B | Teacher Union Representative C | Branch Executive Committee leader | 17 years (as unionist) |
| B | Teacher Union Representative D | Branch Executive Committee leader | 20 years (as unionist) |

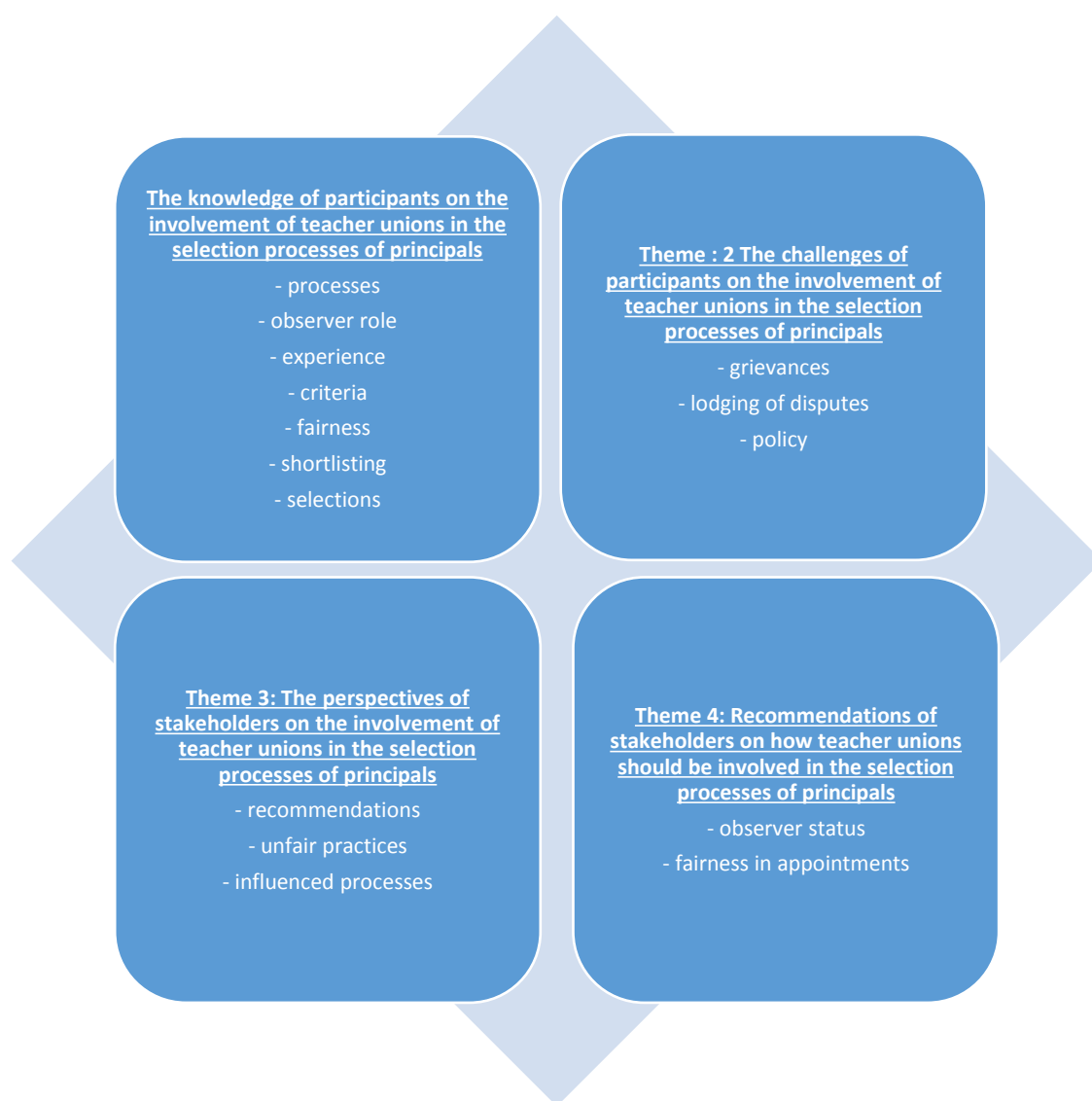
4.4 DESCRIPTION OF THEMES

Data were interpreted by developing themes and categories. Themes provided me with ideas on how to explain what I learnt from the study. I had to re-examine sub-questions and the data using the themes to see if this resulted in a deeper understanding of the data. The aim was to reduce the number of codes and identify themes that accurately describe data. With the information from the interviews, I was able to analyse and interpret the information gathered. Principals, teacher union representatives and SGB representatives' responses to interview questions were then analysed. The following four themes emerged while analysing data, and they are presented in Figure 4.1 below.

The first theme presents *the knowledge of participants on the involvement of teacher unions in the selection processes of principals*. Here I looked at what the participants understood about the

role teacher unions play in the selection processes. The second theme related to *the challenges of participants on the involvement of teacher unions in the selection processes of principals*. This theme looked at the challenges experienced by stakeholders involved in the appointment processes, and what might be the causes of such challenges? Theme three then looked at *the perspectives of stakeholders on the involvement of teacher unions in the selection processes of principals*. This was to get the participants' views and opinions according to what they have observed, about the involvement of teacher unions in the selection processes of principals. The last theme was the *recommendations by stakeholders on how teacher unions should be involved in the selection processes of principals*. In this theme, I sought to determine how other stakeholders involved in the selection processes of principals consider what the role of teacher unions ought to be.

Figure 4.1 Themes of findings identified in data



4.5 PRESENTATION OF THE FINDINGS

It was indicated in Chapter 1 that teacher unions have a right to participate in the selection processes of principals at the school level. Their role was stated as that of ensuring free and fair procedures throughout the whole process of appointments. They are governed by policies such as the collective agreement No.2 of 2005, section 3.2.1(d) which stipulates that there should be one union representative per union during the short-listing, interviews and the compilation of the preference list (Collective agreement No.2 of 2005). Also, the Personnel Administrative Measures document gives them the right to be informed should short-listing and interview processes take place (PAM: 76-77).

Below, I present the findings on how different stakeholders involved in the selection processes understand the involvement of teacher unions in the selection processes of principals. As indicated in Chapter 3, I selected participants whom I believe possess comprehensive knowledge by their virtue of being endorsed by the ELRC to be part of the selection processes. All eight participants interviewed in this study had been in the appointment processes as panellists.

PRESENTATION OF FINDINGS

4.6.1 Theme 1: The knowledge of participants on the involvement of teacher unions in the selection processes of principals

From the perspectives of the principals:

This theme looked at what the participants understand about the role teacher unions play in the selection processes. The two principals from School A and School B gave their perspectives when asked to describe their knowledge on the role played by teacher unions in the selection processes of principals. Principal Y from school B, on the one hand, was fully aware that teacher unions' role is that of observing the selection processes and to ensure that all the processes are free and fair. He seemed to have a good understanding in that the presence of teacher unions is necessary during these processes to ensure that processes observed are run smoothly. Principal Y also mentioned that the other role of the union is to ensure that the criteria are followed when sifting and short-listing for the interviews. He displayed his knowledge by mentioning the following words:

“The role of the unions in the interviews is to observe, to see to it that every candidate is being treated fairly. That is the main role of the union, to observe. They don’t interfere in whatever way in the interviews. They just sit there and observe and check as to whether all the candidates are questioned the same, there’s no difference from one candidate to the other. So if there is any difference or discrepancy, it is then that the teacher union will say but you treated the other candidate this way now you are treating this one this way so there’s no fairness in all the candidates, then they lodge the dispute. From the sifting, they are there to check when you shortlist, and then when we interview they are there. They are in both processes, the whole processes in fact, they are involved and see to it that when you shortlist, you put criteria. There are different criteria as I said, depending on the pack that you have, if the pack is too big, for you to get to that five candidates that you are going to interview. Sometimes you shall have maybe three to four criteria that you have used”.

This finding indicates that principal Y had knowledge about the role played by teacher unions in the selection processes of principals as specified in the collective agreement No.2 of 2005. This role is to observe if all the processes are free and fair. Principal Y, further displayed his understanding regarding what exactly teacher unions observe during the selection processes. This is how he put it:

“The panel will say, unions here’s the criteria that we start with, then they observe that we [the panel] are using the same criteria to all the candidates. You can have a hundred of applicants for one post, so you start with a certain criteria and then if you still have many applicants, you go to the next criteria then unions are to observe the criteria that you’ve set. They don’t interfere with the panel. This will continue until you get the five candidates because, depending on the size of the pack. Out of the five, then we try and choose the best, because we know exactly what we are looking for”

This finding showed that Principal Y was fully aware that it is of paramount importance that teacher unions also understand the short-listing criteria set by the panel, in order for them to be able to observe processes according to that stipulated criteria.

Principal X responded like this when she was asked the same question about her knowledge of teacher unions’ involvement in the selection processes of principals:

“I think the role of the teacher unions is that they assist, because look one going for a principals’ post where everyone has interest and unfortunately not everyone can be appointed. I remember when I got the post after you know, people talk. They told me that we were ten candidates that were shortlisted. Fortunately, I was the one who became successful and became the principal and [laughter] looking back, I thank all the principals that I went through because if it wasn’t for them I doubt that I’ll be where I am today”.

In light of the above-mentioned response, I observed that the knowledge of Principal X on the involvement of teacher unions in selection processes of principals was not based on policy, but on her personal experiences as a principal. Both principals seemed to agree on their understanding of the involvement of teacher unions in the selection processes. They were both asked if they think teacher unions fully understand their role in the selection processes, and they both agreed to the affirmative. They verified this by indicating that teacher unions are doing a great job because they have never experienced any disputes during the past few years as principals. They added that if there are no disputes after the appointment processes, it means that suitable candidates are appointed; thus they commended teacher unions for doing an excellent job during appointments.

The perspectives of the teacher unions’ representatives:

The representatives of teacher unions had the same understanding that their role is that of observing if all the selection processes are free and fair. For instance, if there are candidates who did not qualify for shortlisting, it is their duty to verify if the processes were followed or not. The teacher union representatives also pointed out that fairness means that the interview processes are run smoothly and that interviewees feel at ease. In her own words, teacher union representative C from School B said:

“Teacher unions are there to ensure that everything runs smoothly and correctly. They make sure that there are no intimidations and that no one intimidates interviewees”.

The role that is typically destined for the teacher unions is to make sure that the processes are not flouted and to remain as objective as possible. Teacher union representative A described his perspective as follows:

“There are processes where we as union members go and observe if the process was fair. Our main role basically is to go and observe if the process is fair. My job as a person who is observing the process, is to see all those who are being disqualified if they are being disqualified because they don’t meet the criteria that is being set or their forms are just put somewhere else. I basically guard against such activities. Hence each and every form, you know, like a person who usually observe processes I usually concentrate on that to say, if you say this person doesn’t qualify can I verify so that I can be satisfied then I move to the next level”.

Teacher Union Representative C seemed to be in agreement with the principals in that teacher unions’ role is to observe the selection processes. Whereas, teacher union representative A presented a different perspective in that unions verify why their members are disqualified. This suggests that teacher unions participate in the selection processes to defend the interests of their members. Verifying why a particular candidate did not qualify affects their role as observers. Teacher unions’ role is that of observing the selection processes and ensuring that the processes are run smoothly. If teacher unions notice that the processes are not followed, which might result in some candidates being disqualified, they need to lodge a dispute after the selection processes.

The reason for teacher unions’ participation in the selection processes is to guard against the manipulation of the processes. By doing verifications, it means they are interfering with the processes and thus affects their observer role. According to policy, teacher unions should only observe the selection processes and only declare whether the processes were free and fair at the conclusion of the processes (DoE, 1998). The above finding indicates that teacher unions do not only observe but also participate in the selection processes. This, according to Zengele and Coetzer (2014), means they use their power to facilitate the endorsement of their candidates for posts.

The perspectives of the SGB representatives:

The SGB representatives in this study were in their second term as members of the governing body. They both started as additional members during their first term of office, and they are currently fulfilling their roles as chairpersons. I observed the following from these participants. They both seemed not to have good knowledge about the involvement of teacher unions in the

selection processes; instead, they had knowledge about the appointment processes. SGB representative X indicated that teacher unions, SGBs, and one of the educator representative of the SGB must be present during the selection processes of principals. His responses were unclear. They became more apparent as I probed with more questions about the role teacher unions assume in the selection processes of principals.

I asked about his knowledge on teacher unions' involvement in the selection processes of principals; instead, this is what SGB representative X had to say:

“Okay, let me take you from the role of the school itself let’s say you know the school needs a principal. The SGB together with the acting principal and the HOD and SBG. They will go to the district to declare that, to tell the district we need a principal, and then once you fill that form that we need a principal it’s a request, it’s a form that you complete and then the district will publish the post. When they publish the post they then invite people to apply. Then once people apply, what follow, the first step that we do as a school, we call the first meeting, it’s called the selection process. Then the district will bring boxes of CV for those who apply for the particular position and then we select. We do a selection process, a short-listing and the CV, sorting out the CV until we get the number of CVs for the people we are going to interview”.

This is what SGB representative Y had to say:

“The trade unions when they come to the interview they just come as observers because they got elected wherever. I don’t know where they got elected and then they come to the school to be observers and when they are there, there is somewhere where they help but not all the time. They have to help us but the thing is, their main job only is just come to observe how the interview goes”.

Though the SGB members mentioned that they do get capacitated about the interview processes in workshops, they appeared not to be cognisant of what the role of teacher unions is, during the selection processes of principals. They both gave contrasting views with that of other participants. While the other SGB representative had no knowledge at all of what teacher unions' involvement in the selection processes of principals is, except for that, they invite them, he had no idea why exactly they are invited. The other representative knew that they come to observe; however, she did not have an idea as to what they observe.

This raised a concern because they could not answer some critical questions, while they play a very critical role in the selection processes. According to legislation, teacher appointments and transfers should be recommended by SGB, while teacher unions remain as observers (Circular 5/1999). I observed that this might be because of their level of literacy. They seemed to struggle to respond to the questions asked during the interviews. I assumed that language was a barrier. However, they gave the same response when they were asked in their vernacular language. The findings of this study show that they have minimal knowledge about the role played by teacher unions in the selection processes. Their responses were not related to the content of the educational policies for appointments.

4.6.2 Theme 2: The challenges of participants on the involvement of teacher unions in the selection processes of principals

This theme looked at the challenges experienced by stakeholders involved in the appointment processes and what might be the causes of such? The participants' experiences varied according to the number of times they have been in the appointment processes. Also, according to what they have observed during those processes. Most of the participants mentioned that they experience grievances when policies are not followed. The participants in this study hinted some of the challenges they have experienced as panellists during the selection processes of teachers to promotional positions of principals. Some of the challenges involve teacher unions manipulating the selection processes. For instance, by bulldozing the processes in influencing the parent component of the SGB to recommend their own candidates, this creates challenges.

From the perspectives of the Teacher union representatives:

Teacher union representative C knew and understood that their role as teacher unions during the selection processes is to observe. However, he indicated that union representatives do not keep to that role. The findings indicate that as teacher unions, they have a strong influence when it comes to choosing candidates into promotional positions of principals. This is what he had to say:

“You know the discussion and the debate around that has been stifled when you are in the proper structures of the union, [raising the voice] when you raise your view on the processes you are seen as a sell out one way or another. So we also need to correct our unions and make them work as in as far as unions were established. Teacher development, protection of their

labour right, supporting of the management of the school but now in this particular processes, it has become so bad man”.

This is what teacher union representative B said:

“In some instances, we’ll have a process that is dominated by a particular teacher union in terms of them not sticking to their observer status, but having a direct say on who should be or should not be appointed”

When probed to elaborate on what he meant by saying teacher unions have a direct say on who should be appointed and this is how he responded:

“Yes, what I meant by that is when it’s time to make a final decision. When the scores are put together from different individuals and you’ll find that, the parent wing and other interested parties within the panel when they have a particular candidate that they recommend, it is then that you’ll find the unions having to say something against that particular individual even if that individual scored better marks or better points than any other individual there. Also they have this tendency of dominating or influencing the parents that they should move with their stance”.

This finding explains why the involvement of teacher unions in appointments is regarded as delinquent by literature. This further explains why the role of teacher unions in the appointment process has been criticised by many researchers (Diko & Letseka, 2009; Letseka, Bantwini & King-McKenzie, 2012; Mhlongo, 2017; Ramogotswa, 2016; Mahlangu & Pitsoe, 2011; Masenya, 2013; Patillo, 2012; Zengele & Coetzer, 2014; Zengele 2017; 2013; 2009).

From the perspective of the SGB members

The SGB representative Y commented in a similar way as teacher union representative C above. This participant attested that one of the challenges at times is that the selection processes of principals are flouted by union members. First, she started by mentioning that to be in an SGB as a parent is very important because your child goes to that same school. Thus, it is of utmost importance that the person being interviewed for a specific position is good. Further, she said as parents, they rely on that person. This is how she put it:

“You know, sometimes a member of the union will ask and say, look I have this candidate. Please add this person in an interview. But sometimes I would disagree with some other things

but not in a bad way. I want things to go right, but what I like is that they are not pressing you to say that this thing should happen”.

One of the challenges I identified in this study was the level of illiteracy from the SGB representative side. The fact that some of the SGB representatives are illiterate makes it easy for teacher union representatives to manipulate the selection processes. It was also mentioned in Chapter 1 that teacher unions take advantage of SGBs who are uneducated and influence them to recommend their own preferred candidates (DBE, 2016).

When SGB Y was asked about the challenges she has experienced on teacher unions’ involvement in the selection processes of principals, she was hesitant to respond. Before she mentioned the challenges, she started by uttering these words, and she put both hands on her face, and she paused, and gave “[laughter] and said:

“It’s a tough one [de phiri le makunutu] in her own language and this means (Secrets and all hidden things) I don’t know if I can say that”.

When the participant was reassured of confidentiality, this is what she said:

“It goes in two ways sometimes it can be challenging, sometimes it is not challenging you see, because the interests of people are not the same but challenge is there. Okay you know, in some spaces you know that us being human how we become, but in most cases as I’ve said to you. The union just come to observe but you know sometimes maybe someone will say (I’ve got this person, please add this person in an interview)”

Though SGB representatives are given the role to recommend the right candidate for the job, for the sake of their children in that school, the findings indicated that it could be very challenging for them to observe these processes. It appears as if the issue of illiteracy is a common challenge that is experienced by the SGB representatives. SGB representative Y made it clear that there are other things she does not understand about teaching. In her own words, this is how she explained a straightforward word she did not understand in one interview:

“No, sometimes because we as parents in an interview, you know there are some things we don’t understand. Let’s say like myself I always had a problem of the word “criteria” [laughter] so every time I would always ask by the way what do they mean by the word criteria”.

The participant mentioned that there are certain words she did not understand whenever she went to the interviews. She further explained that this could make her have low self-esteem. She said they go to attend interviews without any knowledge of the selection procedures. This then suggests that teacher unions hold a position of influencing SGB representatives to recommend their preferred candidates. They do this by taking advantage of the SGB representatives and try to influence them to put their comrades in the promotional posts. This is what other participants had to say regarding the challenges they have experienced. Teacher union representative D put it this way:

"One of the biggest challenge was when one particular candidate felt aggrieved and then he lodged a dispute on the appointment process. Those are the processes that give us biggest of the problems, but one of the ways of resolving such impasses it's when we sit down with the individual and try to convince him or her why we have decided on this particular person"

The findings in this study revealed that teacher union representatives indeed have a say in the appointment processes. They use their power not to lodge grievances for some candidates but instead convince them as to why they did not get the position.

From the perspectives of the principals:

Both principals in this study stated that they have never experienced challenges during the selection processes. They justified this by saying the right candidates are always hired for the job because teacher unions attend to ensure that processes run smoothly. The principals agreed that teacher unions ensure that all processes are free and fair. Principal X explained:

"Fortunately with me I've never experienced any challenges from teacher unions. I believe one of the reasons could be that unions send their observers from external because there are internal candidates applying for the post so there can't be a site member from the school to observe the processes, otherwise that will be biased towards their fellow colleagues".

This is what Principal Y had to say:

"I wouldn't say I have experienced any challenge. The processes that I've been doing were all smooth, maybe moving forward but not for now. I wouldn't say when the unions are here to

observe then they'll challenge me because I think we are all trained when there is a post establishment in the schools that are having the promotional posts. They are called by the district HR unit to make sure that everyone, including the SGB so everyone who sits in the panel they know their role even the observers they know their role because it is there in the collective agreement".

When asked to share the types of challenges that are experienced during the appointment processes. This is what she had to say:

"Yes you know there is this perception to say teacher unions more especially the one that I belong to, they bulldoze processes and that is not true. If the very same panel that we go and observe feels uncomfortable, it is within their own rights to take the matter up to the district to say we are not comfortable with this observer, we are being intimidated and so forth. The district might be the one that takes the processes so I think that might be a good thing and it can eliminate unfair labour practice".

SGB representative X also seemed to agree with the principals by making the following statement:

"I don't know anything from SADTU we never had any problem and I think all the interviews that were conducted at our school SADTU was fine we never had any complains. I will say that especially from SADTU whoever they were sending to us, we never had anything to do with the representative. Look before we start any process we sit down and we draw you know that you know that roles of engagement and there's a form that we sign its confidentiality form where that form you know allow us to influence the process even the union itself they are not allowed to influence the process. Influencing the processes like you know telling that look "Joe from that school is good, you know appoint him" so we don't do that, we have to run the processes as it is because if we do that, we will face with those you know, the appeal you know and all that and the bias you will never know maybe it's where the corruption will start kicking in so we don't allow, we are not allowed with that confidentiality we are not allowed to influence the process. We are not allowed even to share whatever we are doing during the process outside no outside the process".

This participant seemed to be in agreement with the principals in that teacher unions play a vital role. Hence, they have never experienced any challenges during the processes of appointments.

He explained that they strictly follow the criteria so that they do not find themselves favouring one candidate over the other.

4.6.3 Theme 3: The opinions of stakeholders on the involvement of teacher unions in the selection processes of principals

The findings related to this theme demonstrate that some of the participants are satisfied with the role played by teacher unions in the selection processes of principals while others are not. For instance, one participant mentioned that people join certain unions and become branch leaders. After being promoted to higher positions, they quit and become enemies of the union. This is how teacher union representative C put it:

“I have seen that quite a number of times. Quite influential people who are occupying serious position in the Department of Education now, they are seen as sell outs by [Union Z] the very same [Union Z] that they are the cofounders of”.

SGB representative Y in her own words said:

“You know, teacher unions on what I have observed is that they know what they came here for, because their duty is to observe and then while observing, as I’ve said before that they do help somewhere if we encounter a problem. That’s where they come in and then the thing is mmhh (she did not finish her sentence). Mostly in the interviews, like truly speaking sometimes then people will say okay about [blah, blah, blah] person so let’s see what we can do so that the particular person can also be in an interview and then but it all depends on the panel which is there if you agree or not”.

These remarks are similar to those of teacher union representative C when he uttered these words:

“As part of my experiences, I’ve seen that in most cases the parent wing of the governing structure is dominated. They are there just to rubber stamp the decisions that have been taken prior to the processes”. When asked when exactly does this happen this is what he had to say: “It happens across the board but their influence is more on the final selection of the candidate. It’s when, when now they have power, as I said before about coercing even the parents to agree with their stance”.

It was also revealed that teacher unions do not merely observe the processes but they also give input about the type of candidate they want to be selected to a promotional post. This basically means that they assist the panel in making decisions or in terms of making recommendations. The above finding is in line with what Zengele (2013) refers to as a new type of education managers whose promotion criteria does not have appropriate qualifications and leadership preparation, but instead political connections and affiliations with specific teacher unions. This may be what motivates teachers to join teacher unions for the sake of getting promotional posts. In other words, teacher unions influence the selection processes in one way or the other; they do whatever it takes to influence the selection process to favour their candidates.

The views of Principals:

The perspectives of principals on teacher unions' involvement in the selection processes were that teacher unions play a pivotal role in ensuring that the right candidates are selected for the job. They both agreed that teacher unions are well trained to do their job of observing the selection processes. Principal Y emphasised this in his response:

“Make no mistake, the teacher unions they undergo a lot of training from their side. They undergo a lot of training they come into these interviews being well-informed with those situations because they participate in bargaining chambers and so on. They are aware, they are fully aware and they are well knowledgeable about the processes”.

Principal X further justified her statement by referring to an instance when she was appointed to be the principal by saying:

“In the post that I applied for to be a principal, I remember two teacher unions were introduced to me. There was NAPTOSA, there was SADTU who were observing the process. So I don't have a problem to be honest with them as long as they don't come and want to take over the process. I don't have the problem because they should know what is it that they're supposed to do as observers”.

However, this seemed not to be the case. It appears as if indeed there are some flaws when appointments are made. Instead of observing the selection processes, at times teacher unions

appear to assume the decision-making role in township schools (Mhlongo, 2017:3). In support of this assertion, teacher union representative C and SGB representative Y had an opinion that teacher unions tend to influence the selection processes. One would expect that they observe the selection processes as specified in the PAM document and other legislation that promulgate them to partake in the appointment processes. The following extracts from the teacher union representatives C, illustrates how they actually “bulldoze” the selection process. This is what he had to say when asked about his perspectives on teacher unions. He mentioned the fact that at times they would have something to say in terms of advocating for a particular individual that they have identified to a promotional post. This is how he put it:

“Teacher unions have the big say in the appointments and the situation is getting out of control. We have situations where incompetent people are put into serious positions like the principalship only to find that, that person is struggling. He or she is there by virtue of being the member of the branch executive or maybe regional executive. This has gone as far as people wanting to be active in the structures of the unions because they want to get promoted. If you are not a member in good standing of a particular union then it becomes difficult for you, even if you are qualified and competent to become a principal”.

The involvement of teacher unions is a good thing because they protect the interests of work and discrepancies would occur if they were not involved in the selection processes. Teacher Union representative D expressed his satisfaction with what teacher unions do in the selection processes in the following extract:

“I think it’s a good thing because imagine if there was a situation where there is no one who is there, teacher unions are there to protect the interests of the workers, so if the process should or will go on without union observer it means there will be a lot and lot of discrepancies taking place but because observers are there, I want to believe that they play a major role”.

There are contrasting views given by participants regarding the involvement of teachers’ unions in the process of selecting principals. For example, teacher union representative C and SGB representative Y had the opinion that teachers’ unions would somehow influence the selection process. The influence according to teacher union representative C lies in the final selection of candidates. Meanwhile, teacher union representative D and principal Y expressed their

satisfaction, stating that if teachers' unions did not follow the process of appointments correctly, there would be discrepancies.

4.6.4 Theme 4: Recommendations by stakeholders on how teacher unions should be involved in the selection processes of principals

The participants in this study expressed their views on how they recommend teacher unions to be involved in the selection processes of principals. They all had different suggestions. First, some participants like teacher unions and SGB representatives were consistent in saying that teacher unions' role as observers should be limited. They based their reasons on the fact that teacher unions have a big say in as far as the appointment processes are concerned, and it was mentioned that this has always been the case. It was also suggested that SGB representatives should not be given the recommendation status and that the employment of principals should be handled by the employer. This is how teacher union representative C put his recommendation:

"I think it's about time that the unions are limited in their participation in terms of the appointment of principals. My recommendation is to take the appointment of principals away from the governing body it will be better if the employer handles that appointment because there are problems. These problems emanate from the influence that the teacher unions have. Teacher unions should be severely limited in terms of their participation if they are given observer status, they should just observe and write their report but not be directly involved in terms of the selection processes but the one that I've mentioned of taking away the processes of the appointment of the principals away from the governing structure and take it back to the employer it would be an ideal situation".

This teacher union representative added by saying the following words:

"They should observe, they should just do that, observe, and write their report and submit their report on the processes on what they observed but what I'm saying is they should be limited in terms of their direct participation because that has always been the case in as far as my experience is concerned. They have a say in the selection processes. They have a big say there, so what I'm saying is [loud voice] PLEASE LET THEM STOP, AND OBSERVE, WRITE REPORTS AND RECOMMEND WHAT THEY HAVE OBSERVED".

The above findings show that even though teacher unions are endorsed by different legislation to observe the appointment processes, evidence shows that procedures are not followed as stated in the legislation. Some of the challenges are as a result of the SGB representatives who are not acquainted with policy expectations of the appointment processes. Teacher union representative C remarked that it would be an ideal situation if the appointment of principals is taken away from the SGB structure to the employer. He justified his statement by saying the teacher unions are the main cause of the challenges experienced during the selection processes. The challenges are caused by them interfering with the appointment processes.

Recommendation by SGB representative Y:

Before giving her recommendations, the SGB representative Y started by making a comment that it is not an easy job to be a panellist. She then made a recommendation and this is what she had to say:

“I always stress the thing that when teacher unions come they must come on one purpose only, and that is to observe nothing else”.

The recommendations made by these participants show that teacher unions’ role is beyond observing but influencing the selection, and this seems to be an open secret. This finding shows that it is not only the media and scholars that criticise teacher unions for playing a negative role in teacher promotional posts. However, other stakeholders especially the panellists involved in the selection processes are also aware of this issue. The SGB representative and the teacher union representative, in their recommendations, emphasised that teacher unions should do nothing else but stick to their observer role. It cannot be ignored that the principals in this study did not give any recommendations as they believe teacher unions are doing an excellent job as observers. The following questions remain unanswered in this study:

One being that, why is it that all other stakeholders involved in the selection processes, except for the principals, view the involvement of teacher unions as unfavourable? Two, why did the other stakeholders give recommendations on the involvement of teacher unions in the selection processes and the principals did not? Are they doing this to show loyalty towards teacher unions as suggested by literature?

Literature, media reports and the findings in this study have negatively criticised the involvement of teacher unions in the appointment and promotional processes of principals. There are many allegations that suggest that teacher unions have a significant influence in the processes of appointments in schools. Various research studies demonstrate that selection processes are manipulated by teacher unions (see Diko & Letseka, 2009; Letseka, Bantwini & King-McKenzie, 2012; Mhlongo, 2017; Ramogotswa, 2016; Mahlangu & Pitsoe, 2011; Masenya, 2013; Patillo, 2012; Zengele & Coetzer, 2014; Zengele 2017; 2013; 2009). Teacher unions either cause the manipulation by not sticking to their observer role or the SGBs by not recommending the right candidates.

Generally, the participants indicated that the involvement of teacher unions in the selection process is that of observing the process and making sure that it is fair and equal. However, the general perspective is that unions tend to intervene and somehow influence the appointment processes. This was not explicitly stated but a picture of this perspective was given through their utterances. The challenges presented were those of the dominance of the unions and lack of knowledge on the part of the parent component of the SGB. Recommendations made were that teacher unions be limited in terms of observing the appointment processes of principals and that the SGBs be removed in such appointments.

4.6 DATA ANALYSIS

It is worth mentioning that participants in this study felt uncomfortable when asked some of the questions. They rather provided indirect answers to avoid answering the actual question. It was mentioned earlier in the previous chapters that the issue of the involvement of teacher unions is a sensitive topic. Most of the participants would pause for a while before answering a certain question.

The knowledge of participants on the involvement of teacher unions in the selection processes of principals

The discussion in the conceptual framework and literature corroborates with the responses received from the participants in this study. The participants agreed that the role of teacher unions in the selection processes sometimes goes beyond that of observing if the processes are fair. Literature and various legislations also indicate that the role of teacher unions is to observe

and ensure that the appointment processes run smoothly. The participants' responses showed that they understood this role. This is what most of the participants pointed out when asked to give their perspectives on their knowledge on the involvement of teacher unions in the selection processes of principals. Their knowledge about teacher union's observer role was that they have to ensure that there are no disputes lodged after the interview processes. They ensure this by protecting their members throughout the selection processes by ensuring that no one intimidates them and that all the processes are free and fair.

The challenges of participants on the involvement of teacher unions in the selection processes of principals

Even though it was mentioned under theme one that the participants in this study were fully aware that the role of teacher unions is that of observing the selection processes, one of the main challenges mentioned by participants in this study is that they do not stick to their observer role. The principals did not agree with the teacher unions and SGB representatives in that teacher unions influence the selection processes but they made remarks that they are aware of such allegations. The findings revealed that the appointment processes are dominated by one teacher union. This teacher union has a direct say during the recommendation of candidates in the interviews.

Although members of the SGB are capacitated by the department of education about the interview processes in workshops, another major challenge revealed in this study was the fact that the SGB representatives still does not have knowledge of the appointment processes. The responses given by SGB representatives during the interview processes made it clear why teacher unions at times take advantage of the SGB parent component during the interview processes. For instance, their personal background, level of illiteracy, low self-esteem might have an implicit impact on them in terms of being taken advantage of by teacher union representatives in the selection processes. It is important to note that SGBs are endorsed in Chapter 3, Section 6(3) of the EEA to recommend any appointment, promotion or transfer to any post at public schools (DBE,1998). This is a very crucial role given to them by the department. I observed that the above policy did not take into consideration the level of literacy when giving the SGB representatives such a crucial role of recommending candidates.

The opinions of stakeholders on the involvement of teacher unions in selection processes of principals

The perspectives of all participants varied according to the number of years they have served as panellists. Thus, their perspectives on how they view the involvement of teacher unions in the selection processes of principals differed. The findings show that in some instances, teacher union representatives go to interviews with their particular candidate in mind, and they influence or take advantage of the SGB representatives. This then suggests that they interfere with the processes and do not do what is in line with the policy. This could be influenced by the fact that the SGBs do not have knowledge of the post requirements for principals, and they rely on teacher unions to assist them in terms of recommending candidates.

Recommendations by stakeholders on how teacher unions should be involved in the selection processes of principals

Recommendations made by participants included that teacher unions should come to the interviews only for one purpose of observing the selection processes. It was also recommended that the teacher union's participation in the selection processes of principals be limited. They recommended that the employer should conduct these appointments. This study revealed that teacher unions cause the problems during the selection processes by being directly involved. It was against this background that the participants strongly felt that the involvement of teacher unions in the selection processes causes enormous challenges, and they should be limited in terms of observing these processes.

4.7 SUMMARY

In this chapter, I presented data generated from the semi and unstructured interviews conducted with the stakeholders involved in the selection processes at the school level. Emerging themes were aligned with the research questions. The next chapter provides a summary of the findings, conclusions and recommendations and suggests topics for future studies in the research focus area.

CHAPTER 5

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter presented the findings of this study. This study is based on the involvement of teacher unions in the selection of principals into promotional positions. Eight participants were purposively selected and interviewed in order to answer the following research questions: (a) How do teacher unions understand their involvement in the appointments of principals in the public secondary schools? (b) What are teacher unions' experiences in their involvement in appointments of principals in public secondary schools? (c) What are the views and opinions of other stakeholders involved in the appointment processes regarding teacher unions? (d) How should teacher unions be involved in the selection process of principals in public secondary schools? This chapter presents a summary of the findings in relation to the above questions. It also presents recommendations I made based on the findings. I also suggested areas for future studies on the research topic.

5.3 FINDINGS FROM THE EMPIRICAL DATA COLLECTION

This section draws attention to the empirical findings of this study on the involvement of teacher unions in the selection process of principals in Johannesburg Central District. The focus was on investigating, understanding and discovering how teachers' unions get involved in the appointment processes. It is worth mentioning that participants in this study felt uncomfortable when asked some of the questions; they would instead provide indirect answers to avoid answering some of the questions. It was mentioned earlier in the previous chapters that the issue of the involvement of teacher unions is a sensitive topic. Most of the participants would hesitate before answering specific questions. Based on the themes derived from the data related to the research questions of this study, I present a summary of the following findings.

5.3.1 The knowledge of participants on the involvement of teacher unions in the selection processes of principals

The discussion in the conceptual framework and literature corroborates with the responses received from the participants in this study. Literature and various legislation indicate that the role of teacher unions is to observe and ensure that the appointment processes run smoothly. The participants' responses showed that they also understand this role. Their knowledge on the involvement of teacher unions in the selection processes of principals included the following: (1) that teacher unions have to ensure that they observe the appointment processes to avoid disputes lodged after the interview processes; (2) that they should protect their members throughout the whole processes of appointments by ensuring that no one intimidates them; and (3) that all processes are free and fair. Generally, the findings show that the representatives of teacher unions and principals seemed to have more knowledge about the role of teacher unions in the appointment processes while the SGB representatives seemed to have limited knowledge.

5.3.2 The challenges of participants on the involvement of teacher unions in the selection processes of principals

There are a number of challenges experienced by participants regarding the involvement of teachers' unions in the appointment processes. This study revealed that grievances lodged after the interview processes of principals are the most significant challenge experienced by teacher unions. The SGB representatives on their side mentioned another challenge as that of teacher unions not sticking to their role as observers during the interview processes. Some of the teacher unions' representatives also concurred with the fact that they sometimes do not stick to this role. The principals in this study mentioned that they have never experienced any challenges upon the involvement of teacher unions in appointments.

5.3.3 The opinions of stakeholders on the involvement of teacher unions in the selection processes of principals

The perspectives of participants on the involvement of teacher unions in the selection processes of principals differed. On the one side, teacher unions and SGB representatives perceived them as manipulating the selection process by taking advantage of the parent components of the SGB. The participants believe teacher unions influence the SGB representatives to recommend their

own preferred candidates into promotional positions, particularly those of principals. These participants also perceive teacher unions as playing a decision-making role during the interviews instead of playing an observer role. On the other hand, the principals perceive teacher unions as stakeholders who come to the interviews to ensure that the right candidates are selected for the job. However, principals made a remark that they are quite aware that there are some negative allegations made regarding the involvement of teacher unions in the appointment processes which they believe are not true. It is worth noting that it is only the teacher unions and the SGB representatives whose perspectives on teacher unions are negative. The principals seemed to be satisfied with the role played by teacher unions in the appointment processes.

5.3.4 Recommendations by stakeholders on how teacher unions should be involved in the selection processes of principals

Recommendations made by the teacher union representatives included that teacher unions should come to the interviews only for one purpose, which is observing the appointment processes. They also recommended that teacher unions' participation in the selection processes of principals be limited. It was recommended that these appointments be conducted by the employer. This study revealed that the problems are caused by teacher unions being directly involved during the selection processes. The participants strongly felt that the involvement of teacher unions in the selection processes should be limited because their involvement causes enormous challenges.

5.4 FINDINGS FROM THE LITERATURE REVIEW

In chapter two, I referred to studies by Bascia and Osmond (2012:211); Patillo (2012:58), on the role of teacher unions in appointments. These researchers argue that teacher unions do not add any value to the education system. They believe that the role of teacher unions has shifted from an observer role to actively participating in the appointment and promotion of teachers. There is a range of evidence from a variety of sources, including the findings from this study that support these claims. The evidence includes unfair practices from teachers' unions who do not comply with appointment policies. Palmer and Mullooly (2015:26) argue that the lack of fairness in the selection of principals could prevent the most qualified candidates from becoming principals.

It was also mentioned in chapter two that the influence of teachers' unions in the appointment process is getting out of control and is seen as a risk factor because it compromises the fairness of the processes (Ramokgotswa, 2016:100). Patillo (2012:58) claims that the teacher unions have a strong influence on which teachers are chosen to hold school leadership positions. He also points out that teacher unions manipulate the appointment processes and use their power as a tool to place their comrades in promotional posts when these positions are vacant. The assertion made by teacher union representative B1 in Chapter 4 of this study collaborates with that of Patillo. They all believe that teachers' unions have a big say in appointments and that this situation is getting out of hand.

Although there are policies and guidelines in place on how appointment processes should be conducted in a free and fair manner, the teacher unions' representatives make it impossible because they interfere with the processes. Diko and Letseka (2009:232), in their study, revealed that teacher recruitment and promotion processes were open to abuse. They pointed out that abuse is caused by powerful and influential role players, such as teacher unions and education officials. Other researchers such as Mncube and Harber (2010) believe that the incompetence between SGB representatives and the intervention of teacher unions during appointments have affected the efficiency of the recruitment process in schools. In support of what is said by these researchers, this study also revealed that the incompetence of SGB representatives, further, their literacy levels make it possible for teacher unions to intervene during the appointment processes. This causes challenges and affects the appointment processes.

Furthermore, the Ministerial Task Team (MTT) believes that the fact that SGB representatives are uneducated, makes human resource matters very difficult for them to understand the appointment processes (DBE, 2016). The lack of knowledge by the parent component of the SGBs might be the reason why teacher unions use available spaces to influence them. This may motivate the representatives of the teacher unions to make every effort to manipulate the processes of appointments to their advantage. It is stated in the MTT report that teacher unions take advantage of SGB representatives who are uneducated and influence them to recommend their own preferred candidates. It was discovered, in this study, that teacher unions at times influence the parent components of the SGBs by giving them the names that they should recommend for appointment.

This study added to the knowledge that most of the challenges in the appointment processes are due to the failure of teachers' unions to uphold their role as observers in the appointment processes. They seem to put their own interests ahead of any other considerations. Researchers (Mhlongo, 2017; Mazengwe, 2012; Diko & Letseka, 2009; Patillo, 2012; Zengele, 2009) also criticise teacher unions because of the negative influence they have when it comes to promotional posts when appointments are made, particularly in public schools. In this study, it was revealed that if one is not a member in good standing of a particular union, then it becomes challenging to become a principal regardless of one's qualifications and competence. In support of this, Zengele (2009) alludes that educators who seem to receive more recognition and support from teacher unions when promotions are made are those who actively participate in union work outside the classroom.

5.4 LIMITATIONS OF THE STUDY

The qualitative research methodology inherently guarantees some cautions, firstly, a limitation involving the participants (York & Tundi-dot, 1995). Participants in this study came from only one district, i.e. Johannesburg Central. Therefore, the results cannot be generalised to other schools. Qualitative research relies on researchers as critical instruments in data collection (Hatch, 2002). Therefore, the researcher must possess skills that will help him/her make good decisions about filtering data as they collect, analyse and interpret them. My skills as a novice researcher could have influenced the quality of the data because I may not have been able to ask the research questions in a way that brought important information or answers from my participants in the most effective way, based on my experience.

I noticed this tendency when I interviewed the first participant. However, through consistent practice and communication with my research colleagues and supervisor to learn some techniques, I managed to strengthen my interview skills and gained confidence. The second limitation is the fact that only one source was used; interviews. This was limiting in terms of obtaining improved quality of data. However, two rounds of interviews were conducted, and it allowed me to continue with my participants wherein the quality of data improved because it was my primary source of data collection. Through this strategy, I was able to determine consistency in the answering of questions. It also gave me a chance to reframe the questions, which helped me obtain more answers. In addition, this strategy helped me develop an understanding with the participants who became free to divulge even more information than

they did during the first interviews. Finally, the participants were hesitant to disclose some sensitive information. However, I was able to ease their reluctance by reminding them that the information would be confidential and that they would remain anonymous. They were free to participate after this reassurance.

5.5 RECOMMENDATIONS OF THE STUDY

Firstly, I recommend that the legislation that deals with the promotion of teachers in schools be reviewed by policymakers. This review ought to remove teacher unions as observers in the appointment processes. This might prevent members from joining teacher unions for the sake of getting promotional posts instead of bettering the interests of their members. I observed that it is an open secret that teacher unions influence the selection processes. I noted that different stakeholders in this study showed dissatisfaction about the role of teacher unions in appointments. Therefore, the study recommends that they should be entirely removed from this role.

Secondly, the SGB representatives ought not be given the role of recommending candidates into promotional positions. This is because they are easily influenced by teacher unions by taking advantage of their level of literacy. Though SGB representatives attend some training and workshops to empower them, it looks like these workshops are not shaping their understanding; hence they do not seem to have knowledge about the role of teacher unions during appointments.

Thirdly, I recommend that the appointment of principals be conducted by people who are familiar with the employment policies, such as the Human Resources Personnel. The position of principals is very crucial; therefore, the panel should comprise of people who are well-informed about the employment policies. This might ensure that good leaders are appointed as principals. Consequently, this might also decrease the number of disputes because the processes are conducted by people who are well versed about selection procedures. I suggest that steps be taken to improve the oversight of the appointments of principals in public secondary schools. For instance, it is not fair for parents to be away from their respective jobs to conduct interviews for the Department of Education. The SGBs seemed not to have knowledge of the education department and teaching; their presence, therefore, might result in them recommending candidates who do not deserve to be promoted.

Finally, I recommend that the main criteria for teachers to apply for principalship positions to be the minimum education qualification of a Master's degree, which is NQFV level 14. Teachers ought to be evaluated by writing a specially designed assessment. This assessment should test their leadership and management capabilities. Further, teachers ought to be shortlisted based on passing that assessment. This might break the current trend of corruption when principals are employed. It might also minimise the number of disputes lodged after the interviews as the number of applicants might decrease if the appointment is guided by an assessment and higher qualifications.

5.6 UNANSWERED QUESTIONS AND AVENUES FOR FURTHER RESEARCH

The aim of this study was to explore the involvement of teacher unions in the selection process of principals in public secondary schools in the Johannesburg Central Region. I hoped that the stakeholders involved in the selection processes would speak with one voice, as they form part of the panel, and they have observed the actual role played by teacher unions during appointments. Surprisingly, however, teachers' unions and SGB representatives seemed to be dissatisfied with the role of teachers' unions in the appointment processes. They agreed that the teachers' unions manipulate the appointment process by influencing SGB representatives to recommend their preferred candidates.

However, the principals seemed not to see anything wrong regarding the involvement of teachers' unions in the appointment processes. They mentioned that teachers' unions always ensure that all procedures are followed and that they are implemented fairly. I was left with the following questions which remained unanswered: First, why do all stakeholders involved in the appointment processes, except principals, consider the involvement of teachers' unions as negative? Secondly, why are other stakeholders making recommendations on the involvement of teachers' unions in the selection process and principals not doing so? Are the principals doing this to show their loyalty to the teachers' unions? Are they defending the allegations that there are problems when it comes to the recruitment of principals in public schools as suggested by literature?

Future research could explore how the Department of Education could contribute to ensuring that appointments to promotional positions are fair, particularly those of principals. Comparisons should also be made with practices of the past. That is, to see how the involvement

of teacher unions in the selection processes of principals was, before democracy, if the same problems were encountered and discover what has changed and how these problems can be addressed. Based on the findings of this study, another research could be conducted to investigate why principals, as stakeholders involved in the appointment processes, perceive the role and involvement of teachers' unions as positive, while all other stakeholders believe their role is negative.

5.7 STUDY CONCLUSION

The derived data from the conceptual framework and the empirical findings show that there is subjectivity and unfairness in the selection processes of principals. Subjectivity and unfairness are due to the negative role played by teachers' unions, which has become a challenge. A number of recommendations were made on how the selection processes of principals in the public secondary schools can be conducted and how this can prevent teachers' unions from participating in these processes. I conclude that in practice, the involvement of teacher unions in the selection processes of principals is contrary to that in the legislation. The findings in Chapter 4 show that there are many inconsistencies and loopholes in the selection processes of principals. This is a matter of grave concern, and urgent steps are needed to improve the oversight of the appointment of principals in public schools.

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APPENDICES

APPENDIX A - Ethical Clearance Certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/09/11 Dear Ms Dhlamini

Ref: 2019/09/11/46730222/22/MC

Name: Ms S Dhlamini

Student No.: 46730222

Decision: Ethics Approval from
2019/09/11 to 2022/09/11

Researcher(s): Name: Ms S Dhlamini

E-mail address: 46730222@mylife.unisa.ac.za

Telephone: +27 82 330 6561

Supervisor(s): Name: Dr TS Mkhwanazi

E-mail address: mkhwats@unisa.ac.za Telephone:

+27 12 352 4166

Title of research:

The involvement of Teacher unions in the selection process of secondary school principals in
Johannesburg Central Region.

Qualification: M. Ed in Educational Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period 2019/09/11 to 2022/09/11.

The low risk application was reviewed by the Ethics Review Committee on 2019/09/11 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

University of South Africa

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/09/11. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2019/09/11/46730222/ 22/ MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the

Committee.



Prelier Street. Muckteneuk
Ridge, City of
Tshwane PO Box 392
UNISA 0003 South

Telephone; +27 429 3 1 1 1 +27 429 4 1 50
www.unisa.ac.za

Kind regards,



Prof AT Motlhabane

APPENDIX B: Interview guide Principals

Thank you for giving me this opportunity to interview you about your role as a stakeholder involved in the appointment processes. I would like to know your understanding of the involvement of teacher unions and other stakeholders in the appointment processes. I am interested also in understanding your experiences during the interviews that you have participated in, and any challenges, if you have experienced any, how they were addressed?

1. Tell me about your teaching background (how long have you been teaching?)

- What made you decide to choose the teaching profession?
- Where did you train? For how long?
- What is your designation?

2. Share with me your journey towards becoming a principal.

- For how long have you been holding this position?

3. Talk to me briefly about your experiences as one of the stakeholders involved in the appointment processes.

- What are the challenges you have experienced in the appointment processes?
- If you have experienced any, what were those challenges? how were those challenges addressed?
- What are your views on what you have observed in the appointment processes?

4. If you were to describe the role of teacher unions during the selection processes, how would you describe it?

- What are your views regarding their involvement in the appointment processes?
- What are your recommendations regarding the involvement of teacher unions in the selection processes?

5. If you were to describe the role of SGB's during the selection processes, how would you describe it?

- Do you think they fully understand their role in the appointment processes?
- Please explain why you say so?

6. If there is anything more that you would want me to know about the appointment processes, what would that be?

APPENDIX C: Interview guide Teacher Union Representatives

Thank you for giving me this opportunity to interview you about your understanding of the involvement of teacher unions in the selection processes of principals. I am interested in understanding your experiences during the interviews of principals that you have participated in, and challenges, if you have experienced any, how you addressed them?

1. Tell me about your teaching background (how long have you been teaching?)

- What made you decide to choose the teaching profession?
- Where did you train? For how long?
- What is your designation?

2. Share with me your journey towards being a teacher union member.

- For how long have you been holding this position?

3. If you were to describe the role of teacher unions during the selection processes, how would you describe it?

- What are your views regarding the involvement of teacher unions in the appointment processes?
- What are your recommendations regarding the involvement of teacher unions in the selection processes?

3. Talk to me briefly about your experiences as one of the stakeholders involved in the appointment processes.

- What are the challenges you have experienced in the appointment processes?
- If you have experienced any, what were those challenges? how were those challenges addressed?
- Tell me about the aspects that are considered in ensuring fairness in appointments.

6. If there is anything more that you would want me to know about the involvement of teacher unions in the appointment processes, what would that be?

APPENDIX D: Interview guide Teacher Union Representatives

Thank you for giving me this opportunity to interview you about your understanding of your role as a stakeholder involved in the selection processes of principals, and that of teacher unions. I am interested in understanding your experiences during the interviews of principals that you have participated in, and any challenges, if you have experienced any, how you addressed them?

1. Tell me about your background as a member of the SGB

- For how long have you been serving in the School governing body?
- What is your designation in the SGB?

2. If you were to describe the role of SGB's during the selection processes, how would you describe it?

3. Talk to me briefly about your experiences as one of the stakeholders involved in the appointment processes.

- What are the challenges you have experienced in the appointment processes?
- If you have experienced any, what were those challenges? how were those challenges addressed?

4. If you were to describe the role of teacher unions during the selection processes, how would you describe it?

- What are your views on what you have observed during the selection of principals?
- What are your recommendations regarding the involvement of teacher unions in the selection processes?
- Is there any collaboration between teacher unions and SGB's?

6. If there is anything more that you would want me to know about the involvement of teacher unions in the appointment processes, what would that be?

APPENDIX E: EDITING DECLARATION

26 February 2020

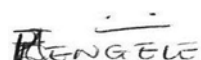
DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Magister Educationis Dissertation entitled: **THE ROLE AND INVOLVEMENT OF TEACHER UNIONS IN THE SELECTION PROCESS OF SECONDARY SCHOOL PRINCIPALS IN THE JOHANNESBURG CENTRAL REGION OF GAUTENG** by Ms S Dhlamini.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,



Professional
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Guild

Pholile Zengele
Associate Member

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Membership year: March 2019 to February 2020

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APPENDIX F: TURN IT IN REPORT

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